Implementation of Student Team Achievement Divisions (STAD) Learning Methods to Improve Nahwu Learning Outcomes for Class 4 Students at KMI Darussalam Gontor Modern Islamic Boarding School for Girls /

Implementasi Metode Pembelajaran Student Team Achievement Divisions (STAD) untuk Meningkatkan Hasil Belajar Nahwu Siswi Kelas 4 KMI Pondok Pesantren Modern Darussalam Gontor KMI Darussalam Gontor Putri

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Abstract

This study aims to determine the effectiveness of the Student Team Achievement Divisions (STAD) method in improving the learning outcomes of Naḥwu for KMI Islamic Boarding School Darussalam Gontor Students. The research subjects were students of KMI class 4E. This research uses classroom action research (CAR) with Kemmis and McTaggart models. The research was conducted in three cycles, and each cycle consisted of four stages: planning, action, observation, and reflection. The results of the study showed that the application of theStudent Team Achievement Divisions (STAD) method couldimprove the learning outcomes of Naḥwu students of Kulliyyatu l-Mu'allimat Al-Islamiyah (KMI) Islamic Boarding School Darussalam Gontor for Girls campus onethe academic year 1440-1441 H. Although there was a decline at the cycle stage 2 after being developed and improved again, the Student Team Achievement Divisions (STAD) method can significantly increase the value of student learning outcomes. It can increase student activity in the learning process. Student learning outcomes in the first cycle with an average of 85, in the second cycle with an average of 83.1, and in the third cycle with an average of 90.45. These results indicate that the average cycle I to cycle II decreased and increased after the third cycle was held.

Keywords*: Learning Methods, Student Team Achievement Divisions (STAD), Learning Outcomes, Naḥwu.*

Abstrak

Penelitian ini bertujuan untuk mengetahui efektifitas metode *Student Team Achievement Divisions* (STAD) dalam meningkatkan hasil belajar *Naḥwu* pada Siswi KMI Pondok Modern Darussalam Gontor. Subjek penelitian adalah siswi KMI kelas 4E. Penelitian menggunakan jenis penelitian tindakan kelas (PTK) dengan model Kemmis dan McTaggart. Penelitian dilakukan dalam tiga siklus, dan setiap siklus terdiri dari empat tahapan yaitu: perencanaan, tindakan, observasi, dan refleksi. Hasil dari penelitian menunjukkan bahwa penerapan metode *Student Team Achievement Divisions* (STAD) dapat meningkatkan hasil belajar Naḥwu siswi *Kulliyyatu-l-Mu'allimat Al-Islamiyah* (KMI) Pondok Modern Darussalam Gontor Putri kampus 1 tahun ajaran 1440-1441 H. Meskipun terjadi penurunan pada tahap siklus 2 namun setelah dikembangkan dan diperbaiki kembali metode *Student Team Achievement Divisions* (STAD) dapat meningkatkan secara signifikan nilai hasil belajar siswa dan dapat meningkatkan keaktifan siswa dalam proses pembelajaran. Hasil belajar siswi pada siklus I dengan rata-rata 85, pada siklus II dengan rata-rata 83,1, dan pada siklus III dengan rata-rata 90,45. Dari hasil tersebut menunjukan bahwa rata-rata siklus I ke siklus II menurun, dan setelah diadakan siklus III mengalami peningkatan.

Kata Kunci: Metode Pembelajaran, *Student Team Achievement Divisions* (STAD), Hasil Belajar, *Naḥwu*.

Introduction

In the learning process, an educator's abilityto design learning greatly affects the success of the learning process in schools.[1] This is because, with the skills possessed, an educator can manage the learning process in a good way. Learning management is determined by teachers' ability to manage the classroom and their skills in developing teaching materials, methods, and strategies, utilizing learning technology, increasing student motivation in learning, and evaluating learning.[2] This strongly proves that active and innovative teachers greatly affect student learning outcomes in achieving the expected goals.

[1]Susilahudin Putrawangsa, *Desain Pembelajaran Design Research Sebagai Pendekatan Desain Pembelajaran*, *In Angewandte Chemie International Edition, 6(11), 951–952*, Ed. 1 Cet. (Mataram: CV. Reka Karya Amerta, 2018), 2.

[2]Muspika Hendri, "Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif," *POTENSIA: Jurnal Kependidikan Islam* 3, no. 2 (2017): 198.

In Arabic, *naḥwu* is an important branch of science because *naḥwu* is the basis for learning Islamic sciences.[3] The preparation of this *naḥwu* aims to keep the Arabic language fluent, and the Qur'an and the prophet's hadith are protected from errors. Therefore, scholars also make the science of naḥwu one of the lessons that must be known and understood.[4] In its development, *naḥwu* has become a compulsory subject in every Islamic boarding school, high school, and other Islamic schools. One of the modern Islamic boarding schools that teaches *naḥwu* is the Darussalam Gontor Modern Boarding School. These are compulsory subjects taught from grade 2 to grade 6 Kulliyatul Mu'alimat Al Islamiyah (KMI). Although the main goal of learning Arabic is to teach novice students to speak confidently, learning naḥwu must still be instilled to perfect the language and correct reading errors.

Based on the value of the observations, the problem seen in the learning process in class is that students only listen to the teacher's explanation. So that the learning process feels monotonous and boring, which causes students not to focus, lack concentration, and even students sleepy while studying in class. Problems like this lead to low student learning scores and a lack of mastery and understanding of *naḥwu* subjects. This can be proven by the data on the average value of the 4th-grade naḥwu exam in the 2017/2018 academic year which is 5.59 and in 2018/2019, it is 5.16. This value is far below the specified KKM, which is 6.00. One of the reasons is that the learning process in the classroom does not involve students actively, so students are bored, unfocused, and lack concentration.

To overcome the problems as above, a competent and professional educator is required to overcome all the factors that hinder the learning process,[5] one of which is by choosing the right learning method and by the conditions of students and their environment. One of these methods is Student Team Achievement Divisions (STAD), a cooperative learning method that emphasizes student activities and interactions to motivate each other and help master the subject matter to achieve maximum achievement.[6] Then gives a lesson and each student in the group ensures that all of them have mastered the

[3]Ronny Mahmuddin et al., "Techniques in Learning Arabic Rules (*Naḥwu* Science) Based on Integration Theory" 6, no. 1 (2020): 138.

[4]Ahmad Sehri, "Metode Pengajaran *Naḥwu* Dalam Pengajaran Bahasa Arab," *HUNAFA: Jurnal Studia Islamika* 7, no. 1 (2010): 49, https://doi.org/10.24239/jsi.v7i1.108.47-60.

[5]Purnomo Halim, *Psikologi Pendidikan* (Yogyakarta: Lembaga Penelitian, Publikasi, dan Pengabdian Masyarakat Universitas Muhammadiyah Yogyakarta, 2019), 74.

[6]Tukiran Taniredja, Efi Miftah. Faridli, and Sri Harmianto, *Model-Model Pembelajaran Inovatif* (Bandung: Alfabeta, 2011), 64.

lesson given by the teacher.[7] The learning method provides opportunities for each student to collaborate, exchange answers, discuss, and help each other solve a difficulty in the lesson. If you have difficulty understanding,you can discuss it and ask the teacher. The Student Team Achievement Divisions (STAD) method is important to study because the Student Team Achievement Divisions (STAD) method is a learning method that creates a more effective student learning environment

Based on previous research from Muhammad Jufri, the implementation of Student Team Achievement Divisions (STAD) learning positively impacted student activity. It was effective in improving student learning outcomes.[8] Meanwhile, based on previous research by Wayan Suwarsa,[9] Rudi Pujiono,[10] Mahaishis Kusuma and Muhammad Abduh,[11] the STAD type cooperative learning model proved effective in improving student learning outcomes. At the same time, this method can foster students' enthusiasm for learning.[12] Therefore, this study aims to determine the application of the Student Team Achievement Divisions (STAD) Learning Method in naḥwu subjects and to determine the improvement of *naḥwu* learning outcomes through the Student Team Achievement Divisions (STAD) learning method in Class 4 Students of KMI Islamic Boarding School Darussalam Gontor for Girls Campus 1.

Student Team Achievement Divisions (STAD) Learning Method

A method is a tool used during learning to facilitate the delivery of subject matter.[13] It is also a step that must be passed to achieve certain goals.[14] According to the Ministry of

[7]Taniredja, Faridli, and Harmianto, *Model-Model Pembelajaran Inovatif*.

[8]Muhammad Jufri, "Efektivitas Pembelajaran Student Team Achievement Division Dalam Meningkatkan Hasil Belajar Peserta Didik Di SMK Negeri 1 Parepare," *Studi Pendidikan* XV no. 2 (2017).

[9]Wayan Suwarsa, "Penerapan Model Pembelajaran Kooperatif Tipe Student Team Achievement Division Untuk Meningkatkan Hasil Belajar Siswa," *Indonesian Journal of Educational Development* 1 no. 2 (2020).

[10]Rudi Pujiono, "Penerapan Model Pembelajaran Kooperatif Tipe Student Team Achievement Division (STAD) Untuk Meningkatkan Motivasi Dan Hasil Belajar IPA Siswa Kelas VB SDN 047 Tarakan," *Journal of Education Research and Evaluation* 1 no. 4 (2017).

[11]Mahaishis Kusuma dan Muhammad Abduh, "Penerapan Model Pembelajaran Student Team Achievement Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar," *Jurnal BASICEDU* 5 no. 4 (2021).

[12]Aswatun Hasanah and Faiq Ilham Rosyadi, "Metode Pembelajaran Kooperatif Tipe Student Teams Achievment Division (STAD) Dalam Menumbuhkan Antusiasme Belajar," *Edulab : Majalah Ilmiah Laboratorium Pendidikan* 4, no. 1 (2019): 89–103, https://doi.org/https://doi.org/10.14421/edulab.2019.41-06.

[13]Siti Maesaroh, "Peranan Metode Pembelajaran Terhadap Minat Dan Prestasi Belajar Pendidikan Agama Islam," *Jurnal Kependidikan* Vol. 1 No. (2013): 154.

Religion of the Republic of Indonesia in the book Methodology of Islamic Religious Education, it is a systematic way of working to facilitate activity to achieve a goal.[15] The term learning is closely related to the notion of learning and teaching. The process of learning, teaching, and learning occur together. The learning process can occur without a teacher or formal teaching activities. At the same time, the teaching process is everything that involves the teacher in the classroom. The learning process runs smoothly if the teacher can foster student learning enthusiasm, make students know everything that was not known before, and educate students to become moral individuals.[16] So a good learning process makes multi-way communication between teachers and students.

While the learning method is a method used by teachers to establish relationships with students during the learning process.[17] According to Prawiradilaga learning methods are procedures, sequences, steps, and methods used by teachers to achieve a goal in learning can be concluded as a learning step to achieve a goal.[18] The learning method is a tool to create a learning process bywhat is expected.[19]

Cooperative learning, according to Salvin, is a teaching system that provides opportunities for students to work together with their friends in doing a structured task. According to him, this cooperative learning model leads students to work together in understanding material to achieve the real learning objectives.[20]In this case, students feel an active and dynamic learning state.One of the cooperative learning models is *Student Team Achievement Divisions* (STAD). Robert E. Slavin and his friends developed this method at Johns Hopkin University.[21] According to Slavin, the *Student Team Achievement Divisions* (STAD) model is the most studied version of cooperative learning and is also very easy to

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[14]Endah and Nashirudin, "Eksperimentasi Metode Mind Map Pada Pembelajaran *Naḥwu* Bahasa Arab Untuk Meningkatkan Hasil Belajar Siswa," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2019): 85–100, https://doi.org/10.14421/almahara.2019.051-05.

[15]Darmadi, *Pengembangan Model Dan Metode Pembelajaran Dalam Dinamika Belajar Siswa* (Sleman: CV Budi Utama, 2017), 175.

[16]Moh Suardi, *Belajar Dan Pembelajaran* (Sleman: Deepublish, 2012), 6.

[17]Siti Nur Aidah, *Cara Efektif Penerapan Metode Dan Model Pembelajaran* (Jogjakarta: KBM Indonesia, 2020), 2.

[18]Kusnadi, *Metode Pembelajaran Kolaboratif Penggunaan Tools SPSS Dan Video Scribe* (Tasikmalaya: Edu Publisher, 2018), 13.

[19]Aidah, *Cara Efektif Penerapan Metode Dan Model Pembelajaran*.

[20]Taniredja, Faridli, and Harmianto, *Model-Model Pembelajaran Inovatif*.

[21]Toto Gusbandono, "Pengaruh Metode Pembelajaran Kooperatif Student Team Achievement Division (STAD) Dilengkapi Media Animasi Macromedia Flash Dan Plastisin Terhadap Prestasi Belajar Siswa Pada Pokok Bahasan Ikatan Kimia Kelas X Semester 1 SMA Negeri 1 Sambungmacan Tahun Pel," *Jurnal Pendidikan Kimia* Vol. 2 No. (2013): 103.

adapt.[22]According to Ari Septian, Deby Agustina, and Destysa Maghfirah, the Student Team Achievement Divisions (STAD) method is a type of cooperative learning that emphasizes team achievement obtained from the sum of the individual progress scores of each team member.[23]

Cooperative learning method *Student Team Achievement Divisions*typemakes students more active in participating in learning, increasing their activities, being brave, and able to explain and express opinions through discussion in a group.[24]The Student Team Achievement Divisions (STAD) method aims to motivate students to support and help each other in mastering the skills taught by the teacher.[25]If a group wants to get an award, they must help their teammates to learn and master the material.[26]Forthis reason, the purpose of learning using the *Student Team Achievement Divisions* (STAD) method is to reduce student learning difficulties through group discussions and cooperation between students who understand the material and those who do not understand the subject matter.[27]

Learning with the *Student Team Achievement Divisions* (STAD) method can create active, innovative, creative, and fun learning for students during the learning process in class. Students are far from boredom in class[28], and the teacher does not dominate activities in the classroom.[29]Such learning will arouse students' enthusiasm for learning so that it will greatly affect their learning achievement. Many factors make this method able to create a good learning environment. These factors are the characteristics of the *Student Team Achievement Divisions* (STAD) is a learning model that demands cooperation and awards for the best groups. The steps for implementing the *Student Team Achievement Divisions* (STAD)

[22]Nurdyansyah and Eni Fariyatul Fahyuni, *Inovasi Model Pembelajaran*, *Nizmania Learning Center*, 2016, 65.

[23]Destysa Maghfirah Ari Septian, Deby Agustina, "Model Pembelajaran Kooperatif Tipe Student Teams Achievement Divisioon (STAD) Untuk Meningkatkan Pemahaman Konsep Matematika," *Mathema Journal* 2, no. 2 (2020).

[24]U Nugroho and S S Edi, "Penerapan Pembelajaran Kooperatif Tipe Stad Berorientasi Keterampilan Proses," *Jurnal Pendidikan Fisika Indonesia* 5, no. 2 (2012): 111.

[25]Praptiwi, "Efektifitas Metode Kooperatif Tipe GI Dan STAD Ditinjau Dari Kemampuan Awal," *Jurnal Penelitian Pembelajaran Fisika* Vol. 3 No. (2012): 44.

[26]Normasintasari, "Pengaruh Model Pembelajaran Kooperatif Tipe STAD Berbantuan Media Poster Terhadap Hasil Belajar Peserta Didik," *Jurnal Ilmiah Sekolah Dasar* Vol. 2 No. (2018): 171.

[27]Swesty Wirasanti, "Efektifitas Metode Kooperatif STAD Terhadap Prestasi Belajar Akuntansi Kompetensi Dasar Jurnal Umum," *Economic Education Analysis Journal* Vol. 1 No. (2012): 2.

[28]Erlita Hidaya Nikmah, Achmad Fatchan, and Yuswanti Ariani Wirahayu, "Model Pembelajaran Student Teams Achievement Divisions (Stad), Keaktifan Dan Hasil Belajar Siswa," *Jurnal Pendidikan Geografi* 3, no. 3 (2016): 3.

[29]Ni Nyoman Mariani Artini, "Pembelajaran Model STAD Untuk Meningkatkan Prestasi Belajar Matematika Pada Siswa Kelas V SDN 39 Cakranegara," *Jurnal Pedagogy* 3, no. 1 (2016).

method consist of five main components:[30]Class presentation, Team/Group Work Stage, Quiz/Individual test stage, Score Calculation Stage, and Giving Award.

The Student Team Achievement Divisions (STAD) method has several advantages: (1) Helping students understand the material being discussed effectively. (2)Making students able to learn to argue, listen to the opinions of others, and write down anything useful. (3) Produce high learning outcomes, increasing student self-esteem and improving relationships with friends. (4) Prizes and awards will motivate and encourage students to achieve high learning outcomes. (5) For students who are slow to think, it will be easy to understand the material and increase their knowledge.In addition to advantages, the *Student Team Achievement Divisions* (STAD) method also has drawbacks: (1)There is dependence, so students who are slow in thinking cannot learn independently. (2) It takes a long time so that the subject achievement targets cannot be met. (3) Unable to apply the subject matter quickly.

Learning Outcomes

Learning is trying to gain intelligence or knowledge to change behavior through experience.[31]Itis a process of interaction between one individual and another individual and all around him. The process referred to in learning is a change in a student in the form of behavior or student learning outcomes that are relatively permanent.[32]Whilelearning is the process of making students learn by manipulating the environment and activities and creating learning experiences so that students can experience and do it.[33]

According to Halim Purnomo, learning is a comprehensive process that happens to everyone and lasts a lifetime, and one of the signs is a change in his behavior.According to Clifford T. Morgan, learning is a relatively permanent change in behavior resulting from experience. Meanwhile, according to Harold Spears, learning is observing, reading, imitating, trying something on oneself, listening, and following the rules. Fromsome of the opinions above, it can be concluded that learning is a change that occurs in a student who initially cannot become able through an experience that will be applied in everyday life.[34]

While learning outcomes are an activity deliberately done to obtain changes and

[30]Taniredja, Faridli, and Harmianto, *Model-Model Pembelajaran Inovatif*.
[31]"Belajar," n.d.
[32]Siti Nurhasanah, "Minat Belajar Sebagai Determinan Hasil Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* Vol. 1 No. (2016): 129.
[33]Dr.Hj.Helmiati, *Model Pembelajaran* (Yogyakarta: Aswaja Pressindo, 2012), 5.
[34]Halim, *Psikologi Pendidikan*.

improvements.[35] It is one of the measuring tools to determine the achievement of mastery and understanding of students in the learning process.[36] It is one of the goals of the learning process at school. Therefore, a teacher must be able to know and learn what makes students successful during learning.[37] Learning Outcomes are also formulated as a mental or psychic activity in active interaction with the environment, which must result in a change in understanding, skills, values , and attitudes.[38]According to Syaiful Bahri Djamarah and Aswan Zain, learning success indicators can be seen from student absorption and behavior that appears in students. The intended learning outcome is the achievement of learning achievement achieved by "students with predetermined criteria, or values".[39]According to Suprijono, learning outcomes are patterns of actions, values, understandings, attitudes, appreciation, and skills.[40]Changes in a person's behavior depend on what he learns. If someone learns knowledge of theory, then the behavior change obtained is mastery of theory.

Student learning outcomes can be seen from several aspects: Attitude Competence, Intellectual Competence, and Competency Skills. From some of the opinions above, it is known that one of the functions of student learning outcomes is that students can know the achievement of maximum results according to their abilities and can overcome various kinds of learning difficulties.[41]

Naḥwu

Naḥwu is one of the fields of linguistics, one of the most important elements in understanding Arabic. The word *naḥwu* in terms of language means towards, direction, side, and goal. *Naḥwu*, according to language is الجهة والطريق (way and direction). According to

[35]Huri Suhendri, "Pengaruh Metode Pembelajaran Problem Solving Terhadap Hasil Belajar Matematika Ditinjau Dari Kemandirian Belajar," *Jurnal Formatif* Vol. 3 No. (2013): 107.

[36]Dkk Ir. Yendri Wirda, "Faktor-Faktor Determinan Hasil Belajar Siswa" (Jakarta: Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementrian Pendidikan dan Kebudayaan, 2020), 7.

[37]Mardiah Kalsum Nasution, "Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa," *Jurnal Ilmiah Bidang Pendidikan* Vol. 11 No (2017): 9.

[38]Syamsu Rijal, "Hubungan Antara Sikap, Kemdirian Belajar, Dan Gaya Belajar Dengan Hasil Belajar Kognitif Siswa," *Jurnal BIOEDUKATIKA* Vol. 3 No. (2015): 17.

[39]Agustin Sukses Dakhi, "Peningkatan Hasil Belajar Siswa," *Jurnal Pendidikan Indonesia* 8, no. 3 (2020): 468.

[40]Widodo and Lusi Widayanti, "Peningkatan Aktivitas Belajar Dan Hasil Belajar Siswa Dengan Metode Problem Based Learning Pada Siswa Kelas VIIA MTs Negeri Donomulyo Kulon Progo Tahun Pelajaran 2012/2013," *Jurnal Fisika Indonesia* 17, no. 49 (2014): 34.

[41]Yusep Kurniawan, *Penerapan Model Pembelajaran KOPIBER Dengan Pemanfaatan Media Animasi Powerpoint Untuk Peningkatan Motivasi Dan Hasil Belajar Matematika Materi KPK Dan FPB Bagi Siswa Kelas IV SD Negeri 2 Kedungurang Tahun Pelajaran 2013/2014* (Surakarta: CV Kekata Group, 2019), 11.

Al-Razi, "*Naḥwu* is القصد والطريق. However, according to classical scholars, it is limited to discussing the issue of *i'rab* and *bina'*, namely determining the end of a word according to its position in the sentence.[42]

In terms of the definition of *naḥwu*, according to al-Shiban, which Ibrahim Mustafa criticized in his book, is a science that studies the end of words, *i'rab* and *bina'*.[43] Ana Wahyuning argues that the science of *naḥwu* is a proposition that tells us how to end each word in a sentence or a science that deals with the Arabic words *i'rab* and *bina'*.[44] According to Ahmad al-Hasyimi, he said that etymologically *naḥw*u is: "Meaning, direction, and size.", in terminology *naḥwu* is "rules (legal basis) used to give line (*syakl*) the end of words according to their respective positions each sentence to avoid mistakes and errors, both in reading and understanding.[45] Therefore Rini concluded that the science of *naḥwu* is a discipline whose goal is that everyone who learns *naḥwu* can understand Arabic texts.[46]

On the other hand, although *naḥwu* is considered a branch of Arabic science,[47] it does not mean mastering the science of naḥwu has increased mastery of the Arabic language. Because *naḥwu* is not only a language learning goal but as a tool, *naḥwu* is studied as a tool or means to explore other fields of knowledge whose references are written in Arabic.

Method

This research was conducted at Islamic Boarding School Darussalam Gontor for Girls Campus 1 Mantingan Ngawi, East Java, Indonesia. The research subjects were female students of Kulliyatu-l-Muallimat Al-Islamiyah Gontor Campus 1 class 4E. This study uses the Kemmis & Taggart model of classroom action research (CAR). Research carried out in the classroom presented in several cycles to apply learning methods and presentation of assignments, exercises, summaries, and competency tests to deepen understanding and

[42]Sehri, "Metode Pengajaran *Naḥwu* Dalam Pengajaran Bahasa Arab."

[43]Arif Rahman Hakim, "Jurnal Al-Maqoyis, Vol. 1 No. 1, Jan-Juli 2013 Mempermudah Pembelajaran Ilmu *Naḥwu* Pada Abad 20 Oleh: Arif Rahman Hakim" 1, no. 1 (2013): 4.

[44]Ana Wahyuning, "Analisis Kesulitan Pembelajaran *Naḥwu* Pada Siswa Kelas Viii Mts Al Irsyad Gajah Demak Tahun Ajaran 2015/2016," *Lisanul' Arab: Journal of Arabic Learning and Teaching* 6, no. 1 (2017): 19.

[45]Ahmad Hasyimi, "Al-Qowaid Al-Asasiyah Li-l-Lughoh Al-'Arabiyah" (Beirut Libanon: Daar Kutub Al-'Ilmiyah, n.d.), 6–7.

[46]Rini, "Ushul Al-Nahwi Al-Arabi: Kajian Tentang Landasan Ilmu *Naḥwu*," *Arabiyatuna* Vol. 3 No. (2019): 146.

[47]Anwar Abd. Rahman, "Sejarah Ilmu *Naḥwu* Dan Perkembangannya," *Jurnal Adabiyah* Vol. X No (2010): 98.

expand mastery of the material being taught.[48] Classroom Action Research (CAR) aims to improve existing learning practices in the classroom.[49] The data of this study consisted of the value of *naḥwu* subjects and teacher observations of student activities during the learning process. They were collecting data using tests, observations, and interviews. Data analysis was performed using descriptive analysis.

Research Procedure

The research procedure was carried out through a three-stage cycle consisting of four stages: the first stage is planning, the second stage is the implementation of class actions, the third stage is observation, and the fourth stage is reflection. These four stages are carried out cyclically to measure the success rate of actions in the classroom. The action that will be given is based on the researcher'shypothetical that there is low student achievement in *naḥwu* lessons which causes low mastery and understanding of the Arabic language.

The researcher prepares the research, and the learning method that will be given is the Student Teams Achievement Divisions (STAD). At the stage of implementing the action, the researcher presents the learning according to the lesson plan. While the collaboration, the researchers themselves observed the behavior and attitudes of students during learning activities and then gave practice questions. The next step is a reflection after the researcher gets data from the value of the practice questions. Then analyzing the data obtained, the researchers made a plan to implement the second cycle.

Kemmis and Robin's classroom action research model is through 4 stages: Stage 1: Planning, Stage 2: Acting, Stage 3: Observing, and Stage 4: Reflecting.

This research is:

1. Cycle 1
    a. Planning

        The sequence of activities carried out by researchers at this planning stage are:

        1) Develop a learning implementation plan (RPP) as a reference for implementing the learning process. Learning Implementation Plans are prepared for every 45 minutes meeting. RPP planning includes determining: Competency Standards, Basic Competencies, Indicators,

[48]Winarto, *Penelitian Tindakan Kelas* (Pusat Pengembangan dan Pemberdayaan Pendidik dan tenaga Kependidikan Seni dan Budaya, 2016), 9.

[49]Dewi Khotidjah, "Peningkatan Penggunaan Past Tense Dalam Text Recount Melalui Model STAD Pada Siswa," *Jurnal Kewarganegaraan* 5, no. 1 (2021).

Learning Steps, media, methods, learning resources and an assessment system.

2) Prepare student worksheets adapted to the Student Team Achievement Divisions (STAD) method.
3) Develop a grid and end-of-cycle test instrument.

b. Implementation of Actions
1) Researchers convey the competencies to be achieved.
2) In the lesson's opening, the researcher greets, reads the absence, leads the prayer, and asks questions from the lessons that have been studied previously.
3) The researcher began to briefly explain the *naḥwu* material.
4) The researcher divides the class into four groups and distributes each group one paper containing one sentence according to the title to be studied.
5) Ask each group to discuss according to the sentences written on the paper.
6) Ask each group to come to the front of the class and explain the rules and *i'rab* of each sentence in detail.
7) Researchers provide an evaluation of what is explained in each group.
8) At the end of the cycle, the researcher gave a final test.

c. Observations
1) Activities or student participation during learning.
2) Students' ability to answer questions and provide explanations. d. Reflection
3) At the end of the first cycle, the researcher saw the weaknesses and strengths in learning which could be seen through the data collected from observation and then analysis.

2. Cycle 2

a. Advanced Action Planning

Data analysis and reflection from the first cycle to determine the extent to which the actions that have been implemented can provide solutions to the learning problems faced in class 4E. The results of the first cycle used the actions taken in the second cycle as the stage for perfecting the learning activities that had been carried out in cycle 1.

In simple terms, this planning stage included:

1) Problem identification and problem-solving determination

2) Development of the first cycle action program with an emphasis on active participation students using the Student Team Achievement Divisions (STAD) method.

b. Implementation of Actions The

Implementation of actions in the second cycle, scenarios, or learning illustrations is the same as the actions in the first cycle and refers to the lesson plans that have been prepared, the discussion of the main material in the second cycle is as follows:

1) Implementing the learning process following the lesson plans.
2) In the lesson's opening, the researcher greets, reads the absence, leads the prayer, and asks questions from the lessons that have been studied previously.
3) The researcher begins to explain the *naḥwu* material briefly
4) The researcher divides the class into four groups and distributes each group one paper containing one sentence according to the title to be studied.
5) Ask each group to discuss according to the sentences written on the paper.
6) Ask each group to come to the front of the class and explain the rules and *i'rab* of each sentence in detail.
7) Researchers provide an evaluation of what is explained in each group.
8) At the end of the cycle, the researcher gives a final test

c. Observations

The teacher makes observations or observations to determine student behavior during the learning process in the classroom.

d. Reflection

If you reflect on the results of the actions carried out in each cycle, it can be concluded that there are 3 kinds of success indicators in the study, namely:

1) There is a significant increase in student achievement to reach 75% of the total number of students.
2) Students' perceptions and impressions of learning are good. c) The research is successful if the learning outcomes of grade 4E students reach above or equal to the KKM value of 6.00 or 60.

3. Cycle 3

a. Advanced Action Planning

In the follow-up action planning stage, data analysis and reflection from the second cycle were carried out to determine the extent to which the actions that had

been implemented could provide solutions to the learning problems faced in class 4E. The results of the second cycle used the actions taken in the third cycle as an improvement from the second cycle. In cycle 3, what was done was to readjust the test questions to the learning time. Furthermore, give appreciation to students who get the best grades and become the most enthusiastic students in the class.

b. Implementation of Actions

Implementation of actions in the third cycle, scenarios, or learning illustrations are almost the same as actions in the first cycle and refer to the lesson plans that have been prepared, the discussion of the main material in the second cycle is as follows:

1) Implementing the learning process following the lesson plans
2) Opening the learning, the researcher conveys greetings, reading absences, leads prayers, and asks questions from lessons that have been studied previously.
3) The researcher begins to explain the *naḥwu* material briefly
4) The researcher divides the class into four groups and distributes each group one paper containing one sentence according to the title to be studied.
5) Ask each group to discuss according to the sentences written on the paper.
6) Ask each group to come to the front of the class and explain the rules and *i'rab* of each sentence in detail.
7) Researchers provide an evaluation of what is explained in each group.
8) At the end of the cycle, the researcher gives a final test and appreciates students who get the best grades and are enthusiastic in class.

c. Observations

Observations or observations made by the teacher to determine student behavior during the learning process in class.

d. Reflection

At the end of the third cycle, the researcher looked back at the weaknesses and strengths in learning that could be seen through the data collected from observation and then analyzed. If you reflect on the results of the actions carried out in each cycle, it can be concluded that there are 3 kinds of success indicators in the study, namely:

1) There is a significant increase in student learning achievement so that it reaches 75% of the number of students
2) Students' perceptions and impressions of learning are good

3) The research is successful if the learning outcomes of class 4E students reach above or equal to the KKM value, namely 6.00 or 60.

Results and Discussion

1. Initial Conditions

Based on the results of student exams in *naḥwu* science subjects in 2018/2019, the average value of the exam in this subject is 5.16. These results do not meet the graduation standards or are still below the KKM, namely 60 or 6.00. Researchers want to improve student learning outcomes in *naḥwu* science subjects from these results with the Student Team Achievement Divisions (STAD) method.

This research consists of three cycles. The following is a description of the results of each cycle:

2. Cycle 1

a. Planning

In the planning stage, the researcher arranges several stages to be carried out, including developing a learning implementation plan, preparing materials, selecting relevant textbooks, objects, or media to help students' understanding, assignments (student worksheets) and observation sheets

b. Implementation of Action

Research Action I is a process of learning *naḥwu* science by applying the Student Team Achievement Divisions (STAD) method.

Initial activities, with greetings, student attendance, and reading prayers before starting the lesson. At first, the teacher conveys the aims and objectives to be achieved in the lesson's title. Then the teacher asks by giving some questions about the lessons they have learned before.

In the core activity, the teacher briefly explains the *naḥwu* science lesson. Then divide the class into four groups and distribute one piece of paper with the sentence according to the title to be studied. After that, ask each group to discuss the sentences written on the paper. Then ask each group to come to the front of the class and explain the rules and *i'rab* of the sentences written on the paper.

In the Final Activity, the teacher gives an evaluation of what is explained by each group, and as a follow-up, the teacher gives a final test to students as a means of measuring students' understanding of the lesson using this method.

c. Observation (Analysis of Action Results)

Table 1. Results of Analysis of Student Learning Outcomes in Cycle Phase I

NO	NAME	VALUE
1	DNR	80
2	SN	90
3	AM	65
4	SE	90
5	AHZ	85
6	AN	85
7	NA	85
8	DN	80
9	NA	85
10	S	90
11	HM	90
12	FA	90
13	UH	85
14	MNH	85
15	SZ	75
16	RL	90
17	NAN	85
18	KN	85
19	MH	90
20	NN	85
21	KA	90
22	AS	85

Pre-CAR has increased. All students scored 60 and above. That means students can reach the graduation mark much better. The table above shows that student activity in the learning has increased by using the Student Team Achievement Divisions (STAD) method in *naḥwu* learning.

Table 2. Student Activities in Learning Cycle I

No	Observational Aspect	Category
1	Discipline	C
2	Motivation	C
3	Interests	B
4	Learning Activities	B

The table above shows that by using the Student Team Achievement Divisions (STAD) method in *naḥwu* learning, student activities inlearning have increased even though some aspects have not reached the good category.

d. Reflection

This activity is carried out to see the weaknesses and strengths in learning which can be seen through the data collected from observation and then analyzed. Based on the results of the analysis of learning in the first cycle in the learning process and the results of the acquisition have increased, namely from the results of pre CAR the average value obtained is 5.16 and the average value obtained after CAR in the first cycle is 85 or 8.5 in This stage of the cycle has increased. And at this stage students have started to be active in learning activities and students can accept the aims and objectives of learning.

3. Cycle 2

Cycle 2 is the stage of perfecting the learning activities carried out in cycle 1. In cycle two, the actions taken emphasize the active participation of students using the Student Team Achievement Divisions (STAD) method. The implementation and actions taken in cycle two are the same as in cycle 1. Following are the results of the analysis from the implementation of cycle 2:

Table 3. Results of Analysis of Student Learning Outcomes in Cycle II

NO	NAME	VALUE
1	DNR	85
2	SN	85
3	AM	80
4	SE	75
5	AHZ	85
6	AN	85
7	NA	85
8	DN	80
9	NA	85
10	S	80
11	HM	90
12	FA	80
13	UH	85
14	MNH	85
15	SZ	80
16	RL	80
17	NAN	90
18	KN	85
19	MH	80
20	NN	85
21	KA	80
22	AS	85

The table above shows that the learning outcomes of some students from the first cycle to the second cycle have decreased. It can be seen that 31.8% of students' scores

decreased compared to cycle one due to the lack of students taking advantage of the time when carrying out the final test. For this reason, students who have passed the *naḥwu* subject have not reached 75%. So it is necessary to hold the third cycle to improve learning achievement in class 4E *naḥwu* lessons.

Table 4. Student Activities in Learning Cycle II

No	Aspects of Observation	Category
1	Discipline	B
2	Motivation	B
3	Interests	B
4	Learning Activities	B

The table above shows that by using the Student Team Achievement Divisions (STAD) method in *naḥwu* learning, student activities in learning have increased and have reached the good category.

The last activity in cycle 2 is reflection. Based on the results of the analysis of learning in cycle 2 in the learning process and the acquisition results decreased compared to cycle 1. The average value obtained in cycle 1 was 85, and in cycle two, the average value was 83. At this stage, it decreased because there are some students whose grades have dropped from cycle one due to the lack of students making good use of time when carrying out the final test, so some questions from the final test have not been answered perfectly. It can be seen that 31.8% of students' scores have decreased compared to cycle 1. For this reason, students whose scores have increased from cycle one have not yet reached 75%. Therefore, the researcher plans to improve the learning process of *naḥwu* science through the Student Team Achievement Divisions (STAD) method at the stage of cycle 3.

4. Cycle 3

1) Advanced Action Planning

In the next action planning stage, data analysis and reflection from the second cycle were carried out to determine the extent to which the actions that have been implemented can provide solutions to the learning problems faced in class 4E. The results of the second cycle used the actions taken in the third cycle as an

improvement from the second cycle. In cycle 3, what was done was to readjust the test questions to the learning time. Furthermore, give appreciation to students who get the best grades and become the most enthusiastic students in the class.

2) Action Implementation

In this stage, the actions taken are the same as in cycle 2. The difference is to appreciate students who get the best grades and become enthusiastic students in class after the analysis stage of learning outcomes with final tests and observations.

3) Observation (Analysis of Action Results)

Table 5. Results of Analysis of Student Evaluation Results in Phase III Cycle

NO	NAME	VALUE
1	DNR	90
2	SN	95
3	AM	85
4	SE	95
5	AHZ	90
6	AN	90
7	NA	90
8	DN	85
9	NA	90
10	S	95
11	HM	90
12	FA	95
13	UH	90
14	MNH	90
15	SZ	85
16	RL	90
17	NAN	95

18	KN	90
19	MH	95
20	NN	90
21	KA	85
22	AS	90

The table above shows that learning in cycle two is compared with Cycle 3 has increased. That means the average value of student learning outcomes and the overall value has increased. The table above shows that using the Student Team Achievement Divisions (STAD) method in *Naḥwu* learning has increased the value of learning outcomes and student activities in learning.

Table 6. Student Activities in Learning Cycle III

No	Aspects of Observation	Category
1	Discipline	B
2	Motivation	B
3	Interests	B
4	Learning Activities	B

The table above shows that by using the Student Team Achievement Divisions (STAD) method in *naḥwu* learning, student activities in learning have increased by good category.

4) Reflection

Based on the results of the learning analysis in cycle 3, there is an increase in the average value of cycle 2. the average value obtained is 83 and the average value obtained after CAR in cycle 3 is 90.

Comparison of the results of the analysis of student learning outcomes in the stages of cycles I, II, and III.

Table 7. Comparison of The Results of The Analysis of Student Learning Outcomes in The Stages of Cycles I, II, and III

NO	NAME	CYCLE 1	CYCLE 2	CYCLE 3
1	DNR	80	85	90
2	SN	90	85	95
3	AM	65	80	85
4	SE	90	75	95
5	AHZ	85	85	90
6	AN	85	85	90
7	NA	85	85	90
8	DN	80	80	85
9	NA	85	85	90
10	S	90	80	95
11	HM	90	90	90
12	FA	90	80	95
13	UH	85	85	90
14	MNH	85	85	90
15	SZ	75	80	85
16	RL	90	80	90
17	NAN	85	90	95
18	KN	85	85	90
19	MH	90	80	95
20	NN	85	85	90
21	KA	90	80	85
22	AS	85	85	90

Based on the table above, it can be seen that in cycle 1, all students have reached the limit of passing grades. That is, all students scored 60 and above. The

average value of learning outcomes in cycle 1 is 85. In cycle 2, 31.8% of students' scores decreased compared to cycle 1. For this reason, students whose scores increased from cycle one had not yet reached 75%. This is due to the lack of students making good use of time when carrying out the final test, so some questions from the final test have not been answered perfectly. The average value of learning outcomes in cycle 2 was 83. Then the researchers conducted cycle 3 to improve the value of student learning outcomes in *naḥwu* science subjects by readjusting the test questions with the learning time. In cycle 3, it is seen that there is an increase in the learning outcomes of grade 4E students in *naḥwu* science subjects compared to the grades of students in cycles 1 and 2. The average value of student learning outcomes in cycle 3 is 90, and the overall student learning scores significantly increase. Furthermore, at this stage, students are active, focused, and concentrated during the learning process in the classroom and can manage learning time in class well. With this method, the Student Team Achievement Divisions (STAD) can improve the overall learning outcomes of 4E class students in *naḥwu* subjects.

The results of this study are almost similar to the research conducted by Santi Utami who conducted research intending to know the improvement of student learning outcomes through the Student Team Achievement Divisions (STAD) learning method at the State Vocational High School 1 Saptosari. This study uses a quantitative approach with Classroom Action Research (CAR). In the research that has been done, there is an increase in student learning outcomes after going through 3 cycles. In the first cycle, students' average daily test score was 7.06 and the average daily test score in the second cycle was 5.9. At the same time, the average value of the daily test in the third cycle is 7.09. From the results of this study, it can be concluded that STAD cooperative learning can improve student learning outcomes to meet the Minimum Completeness Criteria (KKM).[50]

Conclusion

This study concludes that the Student Team Achievement Divisions (STAD) method can effectively improve student learning outcomes based on the results and discussion. The learning outcomes of class 4E in *naḥwu* subjects significantly increased after using the Student Team Achievement Divisions (STAD) method. Although there had been a decline in

[50]Santi Utami, "Peningkatan Hasil Belajar Melalui Pembelajaran Kooperatif Tipe STAD Pada Pembelajaran Dasar Sinyal Video," *Jurnal Pendidikan Teknologi Dan Kejuruan* 22, no. 4 (2015).

the second cycle stage, it was developed and improved again in the third cycle with increasing results. This can be shown from the average value of students in the first cycle. The average value of student learning outcomes is 85, and the value of student learning outcomes in the first cycle increases compared to the Pre-CAR stage. In cycle II the average value of student learning outcomes is 83, indicating a decrease from cycle I. This is due to the lack of students utilizing the time when carrying out the final test. Therefore, the researchers conducted cycle III to improve the value of student learning outcomes in *naḥwu* science subjects. In cycle three, the average value of student learning outcomes increased to 90.45. It can be stated that the Student Team Achievement Divisions (STAD) method is effective in increasing student achievement in the science of *naḥwu* for class 4E students at Islamic Boarding School Darussalam Gontor for Girls Campus 1 the academic year 1440-1441 H. This study has limitations on the number of respondents who participated. Therefore, we suggest that future research involve more respondents to produce representative results.

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