



Improving Learning Outcomes of The Qur'an Hadits With STAD Model Cooperative Learning Method

MUHANA ABU

Lecuter of MtsN 02 Kendari

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Representative e-Mail: -

ABSTRACT

Purpose this study to Improve Activity and Achievement of Mathematics Subjects in Subject Number Material with Cooperative Learning Model of STAD. Type Place study is place used in do study for get the desired data. Study This located at MtsN 02 Kendari Research time is time ongoing study or moment study This took place. Study This held in month February semester even odd Year 2022. Subject study is students Class VII 2 MtsN 02 Kendari. Based on the existing deficiencies and student achievement in cycle I which did not meet the standards of success, this research was continued in cycle II. The results showed that the learning activities were in line with expectations. Weaknesses in cycle I have been overcome in cycle II so that all students have achieved learning mastery standards. Teacher activity in cooperative learning STAD model in learning Al-Qur'an Hadith is obtained at the first meeting of teacher activity using cooperative learning STAD model in learning with a score of 65 or on, the sufficient category and in the second meeting a score of 70 or good category is obtained and the overall average obtained 67.5 or sufficient category. Furthermore, student activities using the STAD cooperative learning model in learning the Qur'an Hadith in the first meeting were at a score of 53.93 or the sufficient category and the second meeting was obtained 64.48 or the sufficient category and the overall average was obtained 59.21 or the sufficient category. Student learning outcomes obtained an average value of students' Al-Qur'an Hadith learning achievement is 65.58. Students who complete their studies are 20 people or 64.67% and students who do not complete their learning outcomes are 14 people or 35.32%. These results indicate that in the first cycle classically students have not finished studying. Teacher activity in cycle II at the first meeting the teacher's activity using learning using the STAD Cooperative learning model in Al-Qur'an Hadith learning obtained a score of 80 or a good category and at the second meeting a score of 90 or a very good category was obtained and the overall average was obtained 85 or good category. At the first meeting it was at a score of 76.98 or the good and category. meeting H obtained 88.89% or very good category and the overall average was obtained 82.14 or good category. Student learning outcomes in cycle II obtained an average value of student achievement was 70.29 and learning completeness reached 94.11% or there were 32 students out of 34 students who had finished studying. These results indicate that in the first cycle classically students complete learning, because students who get scores > 70 are only 94.11% of the results, student learning completeness has been achieved because those who get scores > 70 are greater than 85% according to the desired percentage of completeness. This is because the students have repeated the teacher using learning using the STAD cooperative learning model. Based on this, it can be said that the cooperative learning model of the STAD model can have a very good impact on the activities of teachers, students and student learning outcomes of the Qur'an and Hadith in Class VII MTs Negeri 2 Kendari.

Keywords: Cooperative Learning Model of STAD, The Qur'an Hadits

I. INTRODUCTION

Today's Al-Qur'an Hadith learning no longer prioritizes absorption through obtaining information, but rather focuses on developing abilities and processing information. For this reason, student activity needs to be increased through exercises or assignments by working in small groups and explaining ideas to others. (Hartoyo, 2000:24).

Cooperative learning emphasizes interaction between students. From here students will carry out active communication with fellow friends. With this communication, students are expected to be able to master the subject matter easily because "students more easily understand explanations from their friends than explanations from the teacher, because their level of knowledge is more consistent and commensurate". (Sulaiman in Wahyuni 2001: 2).

The phenomenon that occurs in Class VII of MTs Negeri 2 Kendari is known that students' learning achievement

of Al-Qur'an Hadith is still relatively low. In addition, students are less interested in following the lesson. students feel bored studying which in the end students become lazy to learn. This is one of the factors that lead to low learning achievement. In addition, the teaching methods used by teachers in schools only use the lecture method, question and answer and giving assignments. Based on the results of daily tests in the Even semester of the 2021/2022 school year conducted by the Al-Qur'an Hadith teacher for Class VII students of MTs Negeri 2 Kendari in the Al-Qur'an Hadith subject, it was obtained from 38 students whose study completion was 8 people or 21.05% and 30 people or 79.95% who did not complete based on the KKM determined by the school, namely a minimum of 70 and above.

Thus, to improve student learning achievement, it is necessary to conduct Classroom Action Research (CAR) based on a teacher's study design so that it can be accepted by students who will create a fun, exciting and educating learning atmosphere. If students are able to accept the learning that the teacher conveys, then the learning process will be followed properly. So from that of course learning outcomes will increase.

II. LITERATURE REVIEW

2.1 Cooperative learning

Cooperative learning is a teaching that involves students to work in groups to set common goals. (Felder, 1994: 2). Wahyuni (2001: 8) states that cooperative learning is a learning strategy by placing students in small groups with different abilities.

Agree with this statement Setyaningsih (2001: 8) suggests that cooperative learning methods focus activities in Class VII on students by grouping students to work together in the learning process. From the three definitions above it can be concluded that cooperative learning is a learning method by grouping students into small groups to work asarna in solving problems. The ability of students in each group is heterogeneous.

In cooperative learning, students are not only learning objects but are learning subjects because they can be maximally creative in the learning process. This happens because cooperative learning is an allegorical method of approaching problems, being able to do large assignments, improving communication and social skills, and gaining self-confidence. In this study students encourage each other to learn, reinforce each other's academic efforts and apply norms that support the attainment of high learning outcomes. (Nur, 1996: 4). In cooperative learning, it prioritizes social attitudes to achieve learning objectives, namely by collaboration.

Cooperative learning has elements that need attention. These elements are as follows:

1. Students must have the perception that they "sink or swim together".
2. Students have a responsibility towards other students in their group, in addition to responsibility towards themselves, in studying the material at hand.
3. Students must think that they all have the same goal.
4. Students must share tasks and responsibilities equally among group members.
5. Students will be given an evaluation satay or award which will influence the evaluation of all group members.
6. Students share leadership as they acquire cooperative skills during the study.
7. Students will be asked to individually account for material handled in cooperative groups

Johnson, Johnson, and Smitt in Felder (199: 2) add elements of cooperative learning as follows:

1. Positive Dependence

Group members must be interdependent to achieve goals. If there are members who fail to do their job, then each member must accept the consequences.

2. Individual Ability

All students in the satay group have the responsibility to do their job and master all the material to be studied.

3. Interactive face-to-face promotions

Although several work groups are distributed and carried out by each individual, some of them must be carried out interactively, group members give feedback to each other.

4. Benefit from the right mix of skills

Students are encouraged and assisted to develop and practice trust-building, leadership, decision-making, communication and conflict management skills.

5. Process Group

Group members organize the group, periodically assess what they do well as a group and identify changes they will make to function more effectively in the future. Based on the elements in cooperative learning, Johnson, Johnson in Wahyuni (2001: 10) mentions the role of the teacher in cooperative learning as follows

1. Determine learning objects.
2. Make a decision to place students in study groups before learning begins.
3. Explain the tasks and final goals to students.
4. Mastering study groups and providing task requirements.
5. Evaluate student achievement and help students by discussing ways. cooperation.

2.2 The STAD Model Cooperative learning method

The steps in STAD mode cooperative learning are as follows:

1. Group students with each group consisting of three to five people. Group members are made heterogeneous, covering the characteristics of intelligence, ability, learning motivation, gender, or different ethnic backgrounds.
2. The learning activity begins with the teacher's presentation in explaining the lesson in the form of exposing the

problem, giving data, giving examples. The purpose of the presentation is to introduce concepts and encourage students' curiosity.

3. Comprehension of concepts is carried out by means of students being given group assignments. They may work on these tasks simultaneously or take turns asking other friends or discussing problems in groups or whatever to master the subject matter. The students are not only required to fill out the answer sheet, but also to learn the concept. Group members are told that they are considered not finished studying the material until all group members understand the subject matter.
4. Students are given individual tests or quizzes and their group mates may not help one another. This individual test aims to determine the level of student mastery of a concept by giving students questions that can be solved by applying previously owned concepts.
5. The results of the next test or quiz are compared with the previous average and points will be awarded based on the student's level of success in achieving or exceeding the previous performance. These points are then added up to form a group score.
6. After that the teacher gives awards to the group with the best achievements or those that meet certain criteria. Awards here can be in the form of gifts, certificates, and others.
7. The main idea behind the STAD model is to motivate students to encourage and help one another to master the skills presented by the teacher. If students want their group to get rewards, they must help their group mates learn the material provided. They must encourage their friends to do their best and state a norm that learning is important, valuable and enjoyable.

III. RESEARCH METHODS

3.1. Place, Time and Research Subject

1. Research Place

Place of research is a place used in conducting research to obtain the desired data. This research took place at MTs Negeri 2 Kendari.

2. Research Time

The time of the research is the time the research was conducted or when the research was conducted. This research was conducted in February in the even semester of the 2022/2023 school year

3. Research Subjects

The research subjects were students of Class VII MTs Negeri 2 Kendari.

3.2 Research Design

According to the definition of action research is research on things that happen in society or a target group, and the results can be applied directly to the community concerned (Arikunto, Suharsimi 2002: 82). The main feature or characteristic of action research is the existence of participation and collaboration between researchers and members of the target group. Action research is a problem-solving strategy that utilizes real action in the form of a trial-and-error innovative development process way of detecting and solving problems. In the process, the parties involved in these activities can support one another.

While the purpose of action research must meet several principles as follows:

1. The problem or topic chosen must meet the criteria, namely really real and important, attract attention and be able to be handled and within the reach of the researcher's authority to make changes.
2. Research activities, neither interventions nor observations made should interfere with or impede the main activities.
3. The type of intervention attempted must be effective and efficient
4. The methodology must be clear, detailed and open, every step of the action is clearly formulated, so that people who are interested in the research can check each hypothesis and prove it.
5. Research activities are expected to be an on-going activity process, bearing in mind that the development and improvement of the quality of action cannot stop but is a challenge every time. (Arikunto, Suharsimi, 2002: 82-83).

In accordance with the type of research chosen, namely action research, this research uses the action research model from Kemmis and Taggart (in Arikunto, Suharsimi, 2002: 83), which is a spiral from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection). The steps in the next cycle are revised planning, action, observation, and reflection. Before entering cycle, I, a preliminary action is carried out in the form of problem identification.

Groove explanation:

1. Initial design/plan, before conducting the research the researcher formulates the problem formulation, objectives and creates an action plan, including research instruments and learning tools.
2. Activities and observations, including actions taken by researchers as an effort to build students' understanding of the concept. Berta observes the results or impacts of applying the STAD cooperative learning method.
3. Reflection, the researcher examines, sees and considers the results or impacts of the actions taken based on the observation sheet filled in by the observer.
4. Revised plans/plans, based on the reflections of observers, make revised plans to be implemented in the next cycle.
5. Activities and observations, including actions taken by researchers as an effort to build students' conceptual understanding. Berta observes the results or impacts of applying the STAD cooperative learning method.
6. Reflection, the researcher examines, sees and considers the results or impacts of the actions taken based on the

observation sheet filled in by the observer.

7. Revised plans/plans, based on the reflections of observers, make revised plans to be implemented in the next cycle.

The observation was divided into 2 rounds, namely rounds 1 and 2, where each round was subjected to the same treatment (same flow of activities) and discussed one sub-topic which ended with a formative test at the end of each round. Made in three rounds intended to improve the teaching system that has been implemented.

3.3. Data Collection Tools

The data collection tool in this study is a teacher-made test whose functions are: (1) To determine how well students have mastered the lesson material that has been given in a certain time; (2) To determine whether an objective has been achieved; and (3) To obtain a value (Arikunto, Suharismi, 2002: 19). While the purpose of the test is to determine the completeness of student learning both individually and classically.

3.4. Data Analysis Techniques

To find out the effectiveness of a method in learning activities, it is necessary to conduct data analysis. In this study, a qualitative descriptive analysis technique was used, which is a research method that describes facts or facts in accordance with the data obtained with the aim of knowing the activities of teachers, students and student achievement.

If the implementation is carried out by the teacher perfectly or very well, then given a score of 5, good, given a score of 4, sufficiently given a score of 3, given a score of 2 less and very poorly given a score of 1.

The results of observations of teacher and student activities in the STAD model cooperative learning process are then converted with the criteria as in the table:

Table 3.1. Interpretation of Observation Percentage Data

No.	Criteria	Value	Interpretation
1	Very well	86-100	Teacher and student activities on during the learning process STAD cooperative model is Very Well.
2.	Good	71-85	Teacher and student activities on during the learning process STAD cooperative model is good.
3.	Enough	56-70	Teacher and student activities on during the learning process STAD cooperative model is Enough.
4.	Not enough	41-55	Teacher and student activities on, during the learning process less cooperative STAD models.
5.	Very less	<40	Teacher and student activities on, during the learning process more less cooperative STAD models.

The references for success in implementing Class VII actions are as follows: 1) Student activities are in very active qualifications 2) Student learning outcomes are classically in the good category.

3.5. Performance Indicator

The indicator of success in this study is if at least 85% of students have obtained a minimum score of 70 and an indicator of the successful implementation of the STAD cooperative learning model, at least 80% of the learning scenarios have been implemented.

IV. RESEARCH RESULTS AND DISCUSSION

4.1. Research Results

1. Glance about Settings

The research was conducted at MTs Negeri 2 Kendari where the author was assigned, led by a school principal, with 48 teachers and 7 administrative staff. Classroom Action Research (CAR) is carried out continuously through several stages of implementation or cycles in order to obtain the results expected by all parties in accordance with the problems and goals that researchers have felt and hoped for. Implementation of action research to increase understanding of the Al-Qur'an Hadith material by using the STAD cooperative learning model, can make it easier for students to understand the material. It is hoped that the results of this PTK can be used as a basis for compiling the learning process in Class VII, starting from the planning, implementation, and evaluation data for each cycle. This research consists of 2 learning cycles, the research descriptions for each cycle, the results and discussion will be explained by the researcher as follows. The research description consists of the planning stage, the action stage, the observation stage and the reflection stage.

4.2. Description Per Cycle

1. Action Cycle I

- a. Planning Based on the results of the pre-test and initial observations at the research location, it encouraged the writer to determine the application of the learning model with the problem-solving method in the Al-Qur'an Hadith subject matter. After consulting with colleagues, this learning improvement includes the following:
 - a) Prepare learning devices for cycle I actions
 - b) Prepare an evaluation tool for cycle I actions

- b. Action Implementation Learning activities are carried out in accordance with the lesson plans that have been prepared. At the first meeting, the researcher collaborated with colleagues. In, the learning process uses the STAD Cooperative learning model in learning the Al-Qur'an Hadith.
- c. Observation The results of the analysis of teacher activities in learning using the STAD Cooperative learning model.

No	Teacher/Category Aspect	Number and percentage of activity teacher at each meeting				Average (%)
		I	II	I	II	
		Score	%	Score	%	
1	Teachers motivate students,	3	75	3	75	75
2	The teacher informs the material to be discussed and conveys learning objectives	3	75	3	75	75
3	The teacher gives the topic of the lesson to be discussed	3	75	3	75	75
4	The teacher forms groups, each group consisting of 5 or. 6 people	2	50	3	75	62,50
5	The teacher gives assignments to each group	3	75	4	100	75
6	The teacher instructs each group to combine the tasks that have been given	3	75	3	75	87,5
7	The teacher instructs students to present the results of their work in front of Class VII	3	75	4	100	75
8	The teacher concludes the lesson	3	75	3	71	87,5
	Amount	-	575	-	650	612
	Average		72		81	76,56

Source of data: processed research results

Teacher activity in the STAD Cooperative learning model obtained a good category (85) in the aspect of the teacher giving topics to be discussed, and the teacher instructs students to present their work in front of Class VII. Adequate category (56 – 70) in the aspect of the teacher motivating students, informing the material to be discussed and conveying learning objectives, the teacher forms groups, each group consisting of 5 or 6 people, the teacher gives assignments to each group, the teacher orders each group to work on assignments, which have been given, and the teacher concludes the end of the lesson.

At the first meeting the teacher's activity used the STAD Cooperative learning model in Al-Qur'an Hadith learning with a score of 75 or in the sufficient category and at the second meeting a score of 81 or the good category was obtained and the overall average was obtained 76.52 or the sufficient category. Student activity in cycle I was obtained as follows.

Table 4.2 Student activities in cycle I

No	Teacher/Category Aspect	Number and percentage of activity teacher at each meeting				Average (%)
		I	II	I	II	
		Score	%	Score	%	
1	Work in groups	21	61,74	25	73,52	67,64
2	Formulate learning	20	58,23	24	70,58	64,70
3	Submit. question	21	61,76	25	73,52	67,64
4	Summing up the lesson	20	58,23	24	70,58	64,70
	Amount	-	60,29	-	72,58	66,17

Source of data: processed research results

Student activities in cycle I were in the moderate category (56-70) in aspects of working in groups, formulating learning objectives, asking questions and concluding lessons. At the first meeting, student activities using the STAD Cooperative learning model in learning the Al-Qur'an Hadith at the first meeting were at a score of 66.17 or the sufficient category. Based on the data stated above, it can be concluded as follows:

- Students are not used to learning the Al-Qur'an Hadith by using the STAD cooperative learning model
- Students do not cooperate with one another and students are still found to be shy with their group mates
- Students are shy in asking the teacher and students

a. Evaluation

After completing the teaching and learning process, an evaluation is held. The test results for applying the STAD Cooperative learning model in complete learning are presented in the following table:

Tabel 4.3 Nilai Tes Formatif Siklus I

No.	Value	Information		No	Value	Information	
		T	TT			T	TT
1	60			20	60		

2	50			21	70		
3	70			22	70		
4	70			23	80		
5	60			24	70		
6	70			25	50		
7	50			26	70		
8	70			27	70		
9	70			28	60		
10	50			29	80		
11	60			30	70		
12	60			31	60		
13	70			32	70		
14	70			33	80		
15	50			34	80		
16	60						
17							
18	70						
19	70						
Total Maximum Ideal Score 34000							
Total Score Reached 2230							
Average Score Reached 65.58							

Information:

T = Complete

TT = Incomplete

Number of students who complete = 20

Number of students who have not completed = 14

Table 4.4. Recapitulation of Student Formative Test Results in Cycle I

No	Description	Cycle I Results
1	Formative test average score	58,23
2	Number of students who complete the study	20
3	Percentage of learning completeness	64,67

The data table above shows that with STAD type cooperative learning the average value of students' Al-Qur'an Hadith learning achievement is 65.58. Students who complete their studies are 20 people or 64.67% and students who do not complete their learning outcomes are 14 people or 36.437%. These results indicate that in the first cycle, classically, students have not studied thoroughly, because students who score > 70 are only 64.67% less than the desired percentage of completeness, which is 85%. This is because students are still new and unfamiliar with the STAD Cooperative learning model in learning the Qur'an and Hadith.

b. Reflection

Based on the results of collaboration with Leman colleagues, it is known that students have not played a full active role in the STAD model cooperative learning process in learning. This is due to the lack of being able to express opinions with group mates. It was also seen that students who had more abilities dominated discussions in their study groups, so that there were still students who tended to be passive during the learning process in Class VII. In addition, in the implementation of the actions in cycle I, the teacher was not optimal in grouping students who were smart and students who were not smart enough and there were still many students picking and choosing group members so that there was one group that on average had less learning ability so that the group atmosphere became not lively. or they can not do the task given by the teacher.

Based on the existing weaknesses and the lack of student learning outcomes in the Al-Qur'an Hadith subject matter in Class VII MTs Negeri 2 Kendari, the learning improvement was continued in cycle II.

2. Action Cycle II

a. planning

Based on the results of the evaluation and reflection on. cycle I, the authors plan actions in cycle II with colleagues so that the weaknesses in cycle I can be reduced. What was done in cycle II was an improvement on cycle I actions. In cycle II, learning improvement planning included the following:

- Prepare learning tools for cycle II actions
- Prepare an evaluation tool for cycle II actions

b. Action Implementation

Learning activities are carried out in accordance with the lesson plans that have been prepared. At the first meeting, the researcher collaborated with colleagues. In the learning process using the STAD Cooperative learning model in learning the Al-Qur'an Hadith. Learning activities are carried out in accordance with the lesson plans that have been prepared. At the first meeting, the researcher collaborated with colleagues. In the learning process using the STAD Cooperative model in the Al-Qur'an Hadith subject.

c. Observation

The results of the analysis of teacher activities in learning using the STAD Cooperative learning model in learning the Al-Qur'an Hadith can be seen in table 4.4 below.

Table 4. 5 Percentage of Teacher Activity in Cycle II

No	Teacher/Category Aspect	Number and percentage of activity teacher at each meeting				Average (%)
		I	II	I	II	
		Score	%	Score	%	
1	Teachers motivate students	4	80	4	80	80
2	The teacher informs the material to be discussed and conveys the learning objectives	4	80	4	80	80
3	The teacher gives the topic of the lesson to be discussed	4	80	5	100	90
4	The teacher forms groups, each group consisting of 5 or 6 people	4	80	5	100	90
5	The teacher gives assignments to each group	4	80	4	80	80
6	The teacher instructs each group to combine the tasks that have been given	4	80	5	100	90
7	The teacher instructs students to present their work in front of Class VII II-1	4	80	5	100	90
8	The teacher concludes the lesson	4	80	4	80	80
	Amount	-	640	-	720	680
	Average		80		90	85

Source of data: processed research results

Teacher activities that get very good categories (86-100) in the teacher aspect provide subject topics to be discussed, the teacher forms groups, each group consisting of 5 or 6 people, the teacher instructs each group to do the assignments that have been given and the teacher instructs students to present the results of the pekedaan in front of Class VII. The good category (71 -85) on the teacher's aspect motivates students, the teacher informs the material to be discussed and conveys learning objectives, the teacher gives assignments to each group and the teacher concludes the lesson.

At the first meeting the teacher's activities used learning using the STAD Cooperative learning model in learning the Qur'an Hadith on Basic Competency (KD) Various political systems, Pancasila democracy politics with a score of 80 or a good category and at the second meeting a score of 90 or a good category was obtained very good and the overall average is 85 or good category. Furthermore, student activity in cycle H is obtained as follows

Table 4.6 Student activities in cycle II

No	Teacher/Category Aspect	Number and percentage of activity teacher at each meeting				Average (%)
		I	I	II	II	
		Score	%	Score	%	
1	Work in groups	29	85,29	22	94,11	89,70
2	Formulate learning	28	82,35	30	88,23	85,29
3	Asking question	31	91,17	31	94,11	92,64
4	Summing up the lesson	29	85,29	32	94,11	89,70
	Average	-	86,02	-	92,64	89,33

Source of data: processed research results

Student activities in cycle II were in the good category (86-100) in the aspect of answering teacher questions, formulating learning objectives, asking questions and concluding lessons. At the first meeting the student activities used the STAD cooperative learning model, at the first meeting the score was 86.02 or the very good category and the 11th meeting obtained 92.649% or the very good category and the overall average was obtained 89.33 or the good category.

Based on the data stated above, the observations show: 1) Students are seen to have actively worked together in solving the given problem, 2) Students can already answer questions from friends and teachers 3) Students are not shy

in asking either to other groups or to the teacher.

d. Evaluation

After completing the teaching and learning process, an evaluation is held. The test results can be seen in table 4.7 below

Table 4.7 Formative Test Values Cycle II

No.	Value	Information		No.	Value	Information	
		T	TT			T	TT
1	80			20	70		
2	60			21	70		
3	80			22	70		
4	70			23	80		
5	70			24	70		
6	70			25	70		
7	50			26	70		
8	80			27	70		
9	70			28	70		
10	70			29	80		
11	60			30	70		
12	70			31	70		
13	70			32	70		
14	70			33	80		
15	70			34	30		
16	70						
17	70						
18	70						
19	70						
Total Maximum Ideal Score 3800							
Total Score Reached 2390							
Average Score Reached 70.29							

Information:

T = Complete

TT = Incomplete

Number of students who complete = 32

Number of students who have not completed = 2

Tabel 4.8 Rekapitulasi Hasil Tes Formatif Siswa Pada Siklus II

No	Description	Cycle II results
1	Formative test average score	70,29
2	Number of students who complete the study	34
3	Percentage of learning completeness	94,11%

From the table above it can be explained that by applying the cooperative learning model. STAD obtained the average value of student achievement was 70.29 and the learning completeness reached 94.11% or there were 32 students out of 34 students who had finished studying. These results indicate that in the first cycle classically students have not studied thoroughly, because students who get grades > 70 are only 94.11% of the results. . This is because the students have repeated the teacher using learning using the STAD cooperative learning model.

e. Reflection

Based on the results of collaboration with colleagues, it is known that students have fully played an active role in the teaching and learning process. This is because there is communication between teachers and students and between students and other students. Besides that, there is no one who dominates learning in Class VII anymore. Besides that, in the implementation of the second cycle of action, the teacher has been optimal in determining the tasks of each group member. Based on the description above, the learning completeness has reached 85% in the Al-Qur'an Hadith subject in Class VIII MTs Negeri 2 Kendari, so this research was stopped until the second cycle.

4.3 Discussion of Each Cycle

Based on the existing deficiencies and student achievement in cycle I which did not meet the standards of success, this research was continued in cycle II. The results showed that the learning activities were in line with expectations. Weaknesses in cycle I have been overcome in cycle II so that all students have achieved learning mastery standards.

Teacher activity in cooperative learning STAD model in learning Al-Qur'an Hadith is obtained at the first meeting of teacher activity using cooperative learning STAD model in learning with a score of 65 or on, the sufficient category and in the second meeting a score of 70 or good category is obtained and the overall average obtained 67.5 or

sufficient category.

Furthermore, student activities using the STAD cooperative learning model in learning the Qur'an Hadith in the first meeting were at a score of 53.93 or the sufficient category and the second meeting was obtained 64.48 or the sufficient category and the overall average was obtained 59.21 or the sufficient category.

Student learning outcomes obtained an average value of students' Al-Qur'an Hadith learning achievement is 65.58. Students who complete their studies are 20 people or 64.67% and students who do not complete their learning outcomes are 14 people or 35.32%. These results indicate that in the first cycle classically students have not finished studying.

Teacher activity in cycle II at the first meeting the teacher's activity using learning using the STAD Cooperative learning model in Al-Qur'an Hadith learning obtained a score of 80 or a good category and at the second meeting a score of 90 or a very good category was obtained and the overall average was obtained 85 or good category. At the first meeting it was at a score of 76.98 or the good and category. meeting H obtained 88.89% or very good category and the overall average was obtained 82.14 or good category.

Student learning outcomes in cycle II obtained an average value of student achievement was 70.29 and learning completeness reached 94.11% or there were 32 students out of 34 students who had finished studying. These results indicate that in the first cycle classically students complete learning, because students who get scores > 70 are only 94.11% of the results, student learning completeness has been achieved because those who get scores > 70 are greater than 85% according to the desired percentage of completeness. This is because the students have repeated the teacher using learning using the STAD cooperative learning model.

Based on this, it can be said that the cooperative learning model of the STAD model can have a very good impact on the activities of teachers, students and student learning outcomes of the Qur'an and Hadith in Class VII MTs Negeri 2 Kendari.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the results of the discussion, it can be concluded that through cooperative learning the STAD model can increase the activity of teachers and students as well as the learning outcomes of the Al-Qur'an Hadith class VII MTs Negeri 2 Kendari.

5.2 Suggestions

From the results of the research obtained and the preliminary description so that the teaching and learning process of the Al-Qur'an Hadith is more effective and provides more optimal results for students, the following suggestions are conveyed:

1. To carry out the STAD model cooperative learning method requires sufficient preparation, so that the teacher must be able to determine or choose topics that can really be applied to the STAD model cooperative learning method in the teaching and learning process so as to obtain optimal results.
2. In order to improve student learning achievement, teachers should train students more often with various teaching methods, even at a simple level, where students can later find new knowledge, acquire concepts, and skills, so that students succeed or are able to solve problems that arise. faced.
3. For similar research, improvements should be made in order to obtain better results.

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