

THE APPLICATION OF *STUDENT TEAMS ACHIEVEMENT DEVISIONS* LEARNING METHOD TO INCREASE MOTIVATION TO LEARN FIQH

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ABSTRACT

Education is a process that facilitates students in developing their potential through learning. However, learning success largely depends on student motivation. Observations in class XI IPA 1 at MAS Ruhul Islam Anak Bangsa, Aceh Besar, revealed low student engagement during Fiqh lessons, mainly due to the monotonous lecture method used by the teacher. This study aims to explore the planning, implementation, and effectiveness of the Student Teams Achievement Division (STAD) method in improving students' motivation in learning Fiqh. This research employs Classroom Action Research (CAR) with a purposive sample of 22 students from class XI IPA 1 in the 2025/2026 academic year. Data collection methods included observation, documentation, and questionnaires, analysed through the stages of planning, implementation, and reflection. The findings show that the STAD method significantly increased students' motivation. Students demonstrated improved activeness, responsibility, and comprehension, especially in the topics of inheritance and wills. Group collaboration and interactive discussion encouraged student participation and interest. Questionnaire results indicated a predominantly positive response from students. The use of appropriate learning tools and media further enhanced the effectiveness and enjoyment of the learning process.

Keywords: *Learning Method, Student Teams Achievement Division (STAD), Learning Motivation, Fiqh Learning*

INTRODUCTION

Education is essentially a process of transforming knowledge, skills, and cultural values obtained through the learning process. Education functions to assist students in their self-development, namely the development of all their potential, skills, and personal characteristics towards a positive direction, both for themselves and the environment. (Hadijaya, 2025)

According to Law No. 20/2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation, and state. (Nasional, 2023)

The world of education itself is closely related to the learning process. The learning process is an important thing in the world of education, both formal education and non-formal education. Learning is the process of interaction between students and educators, with learning materials, delivery methods, learning strategies, and learning resources in a learning environment. Then, the success in the learning and learning process can be seen through the level of success in achieving educational goals. (Pane & Dasopang, 2017)

With the achievement of learning objectives, it can be said that the teacher has succeeded in teaching. Thus, the effectiveness of a learning and learning process is determined by the interaction between these components. In order for effectiveness in the learning process to be created, it is necessary for a teacher's role to increase learning motivation in students. Learning motivation can be interpreted as a driving force to carry out certain learning activities that come from within and also from outside the individual so as to foster enthusiasm in learning. (Andriani & Rasto, 2019)

So, from the explanation above, learning motivation is an encouragement that can stimulate student interest in increasing the intensity of learning so that learning objectives can be achieved. So learning motivation is very important because it can affect the achievement of learning goals. Therefore, motivation really needs to be built and improved in the learning process.

Islamic Religious Education learning strategy is a form of planning that will be used as a measure, reference for the implementation of an Islamic Religious Education learning process, which is made in a certain format, describing an art or strategy that is arranged in detail, detailed, applicable, in which there are steps on how to implement it, besides that it also contains learning objectives, competencies to be achieved, besides that there are materials, materials, methods, media, teaching resources and all other components needed to be used in the teaching and learning process, to achieve the objectives of the planned Islamic Religious Education material. (Mardhiah, 2022)

Student Teams Achievement Division (STAD) learning is one type of cooperative learning that emphasises interaction among students to motivate and help each other in mastering the material and achieving maximum achievement. Or what is called group work, students will be more free to ask their group mates about material they have not mastered.

In this learning method, students are also given the opportunity to collaborate and elaborate with peers in the form of group discussions to solve a problem. At the discussion stage, students dare to express their opinions and are trained in courage, and students are active in learning. This method can be used in solving learning problems. (Kamal, 2023)

Based on the results of observations in the classroom, the author found that learning in class XI IPA 1 MAS Ruhul Islam Anak Bangsa Aceh Besar showed that students' enthusiasm for learning was still low. This is caused by the learning method used by the teacher is less varied, which only uses the lecture method. This method makes students quickly feel bored, passive, and less interested in the lesson. As a result, many students looked sleepy during the lesson, and some even often went in and out of class with the excuse of going to the bathroom, when in fact they were just walking around outside the classroom. In addition, some students also often ask permission not to attend lessons with the excuse of a stomachache, and some skip class without a clear reason. This condition shows that students are less interested in the current way of learning, so that more interesting learning methods are needed and involve students actively so that their enthusiasm for learning can increase. (*Results of Preliminary Observations with Class XI IPA 1 Students, Wednesday, 30 April 2025 at MAS Ruhul Islam Anak Bangsa, 10.00 WIB., 2025*)

Therefore, it is necessary to apply a learning model that can increase students' learning motivation. One of the learning models that can be applied in increasing learning motivation is the cooperative learning model. The author chooses to apply the *Student Teams Achievement Division* (STAD) learning model which is expected to increase the role and activeness of students and can direct students to be active and motivated in participating in the learning process.

In examining the problems in this article, it is necessary to have references that are considered appropriate to justify the problem being studied, specifically the writing related to the topic being discussed, none of which is considered similar to the title of the writing being studied. After the researchers conducted a search, there were several themes that discussed related to this discussion, including:

First, an article written by Sri Hartono entitled "Application of the Student Teams Achievement Divisions (STAD) Learning Method to Improve Science Learning Outcomes" contained in the journal Science: Journal of Innovation in Mathematics and Science Education Vol. 2 No. 3 Year 2022. This article explains that the STAD Learning Method plays a role in increasing student learning motivation. This is indicated by an increase in the number of scores in cycle I, the percentage of student learning motivation is 62.1%. In cycle II, the percentage of learning motivation was 81.1%. When compared, student learning motivation from cycle I to cycle II increased by 19.0%. The difference between this article and the author's article lies in the subjects studied, this article focuses on science learning, while the author's article discusses Fikih learning.

Second, a thesis written by Melinda Eka Susana entitled "Application of Student Team Achievement Division in Improving Fiqh Learning Outcomes in the Material of Jama' and Qashar Prayers for Class VII Students at MTs Muhammadiyah 2 Jenangan in the 2021/2022 School Year", Thesis of the State Islamic Institute of Ponorogo in 2022. In this thesis, it explains that the implementation of learning activities carried out using the application of Student Team Achievement Division (STAD) has a good impact on students, students can be active in learning and it is proven that it can improve fiqh learning outcomes in the material of prayers jama' and qashar with the percentage of learning outcomes that continue to increase. The difference between this thesis and the author's article lies in the location of the research and the learning material studied. This thesis was conducted at MTs Muhammadiyah 2 Jenangan with the learning material 'Prayers Jama' and Qashar', while the author's article was conducted at MAS Ruhul Islam Anak Bangsa with Jurisprudence material adapted to the conditions in the field.

Third, an article written by Mhd. Ilham, Andrizal and Alhairi entitled "Application of the Student Teams Achievement Division (STAD) Cooperative Learning Model in Increasing Student Learning Motivation (In the Subject of Aqidah Akhlak Class VIII MTs Hayatul Islamiyah Kec. Pangean) which is contained in JOM FTK UNIKS Vol. 4 No. 2 Year 2024. In this article, it explains that this type of cooperative learning model (STAD) can train students to work together to help each other in groups and increase familiarity between students, all students have the same opportunity to receive awards after completing a subject matter, all students have the possibility to achieve high learning outcomes, and awards given to groups can be used to provide achievement motivation to all students. The difference between this article and the author's article lies in the subjects studied and the research location. This article focuses on Aqidah Akhlak learning and is conducted at MTs Hayatul Islamiyah, Pangean District. Meanwhile, the author's article discusses Fikih learning with the research location at MAS Ruhul Islam Anak Bangsa.

METHODS

This research uses the Classroom Action Research (PTK) method which aims to improve and enhance the quality of learning in the classroom through certain actions. PTK is research conducted by teachers in their own classrooms with an action cycle that includes planning, implementation, observation, and reflection. In this context, the research is also descriptive because it describes the application of learning methods and the results achieved. The subject teacher acts as an observer, while the researcher is the direct implementer of learning activities. (Ghony, 2008)

This research was conducted to increase students' learning motivation in the subject of

Jurisprudence in class XI IPA 1 MAS Ruhul Islam Anak Bangsa, Darul Imarah District, Aceh Besar Regency, in the academic year 2025/2026. The research implementation time lasted for one month, from 15 April to 16 May 2025. The population and sample of the study totalled 22 students who were selected by purposive sampling because they were considered relevant to the research objectives and students' readiness to accept the Student Teams Achievement Division (STAD) cooperative learning model (Maelasari, 2025).

Data collection techniques included observation, documentation, and questionnaires. Observations were conducted by subject teachers to record student activities when the STAD model was applied. Documentation included school administration records and other supporting facilities. . Meanwhile, questionnaires were given to students after learning to measure learning motivation using Likert scale indicators. The collected data were analysed through three main stages: planning, implementation, and reflection, to evaluate the effectiveness of the STAD method in increasing students' learning motivation.

RESULT AND DISCUSSION

A. Implementation of STAD Learning Method to Increase Motivation to Learn Jurisprudence at MAS Ruhul Islam Anak Bangsa Aceh Besar

Dayah Ruhul Islam Anak Bangsa is an educational institution that carries a boarding school system with an diniyah approach, under the auspices of the Ruhul Islam Anak Bangsa Foundation (YRIAB). Located in Gampong Gue Gajah, Darul Imarah District, Aceh Besar Regency, this institution aims to produce a superior generation with Islamic morals and global insight.

Established on 1 July 1997, Dayah Ruhul Islam Anak Bangsa began with the use of the ex-PGSD Lampeuneurut location. The initiative for its establishment came from the Governor of Aceh at that time, Prof. Dr. H. Syamsuddin Mahmud, MBA, who was supported by the Regional Education Council (MPD) of Aceh Province as a form of commitment to present a superior Islamic education institution. (*Brochure for Admission of New Students of MA Ruhul Islam Anak Bangsa for the 2023/2024 Academic Year*), 2023)

The groundbreaking took place on 15 August 1999 with a target completion date of 5 months. However, due to the prolonged economic crisis, the project was delayed and construction progressed slowly due to the disbursement of funds from various parties who had previously committed to help.

Through cooperation with the NAD government since 2002, grants have been allocated for the completion of educational facilities and dayah operations. With this support, the construction was successfully completed on 21 July 2004 and since then, the institution has grown to become one of the leading madrasahs in Aceh.

For more than two decades of operation, Dayah Ruhul Islam Anak Bangsa has graduated 26 batches. The alumni are scattered in various national universities such as UI, UGM, ITB, IPB, and abroad such as Al-Azhar (Egypt), Madinah Islamic University, Tunisia, Turkey, and Canada.

This dayah is known for its excellent programmes such as free umrah for hafidz 30 juz, anchored tahfidz method, Arabic and English language development through a study programme to Pare, and intensive tahfidz during Ramadan. There is also an achievement scholarship for underprivileged students with certain requirements.

As part of learning innovation, Student Teams Achievement Divisions (STAD) method is

applied in Jurisprudence subject to improve students' learning motivation. This method emphasises teamwork, shared responsibility and active learning among students in small groups. The lessons are organised based on the Merdeka Curriculum which gives teachers and students the freedom to explore the material. The material taught covers the laws of inheritance and wills, topics that are very relevant to social life and need to be understood fairly and wisely by the younger generation.

This lesson aims to enable students to explain the concepts of inheritance and wills in Islam, mention naqli evidence, analyse their interrelationships, and apply fairness and responsibility through simulations of inheritance distribution. It also fosters a collaborative spirit. The material on inheritance law begins with understanding the conditions, pillars, and division of inheritance according to Sharia, while the will emphasises the maximum limit of one-third of the assets and not for the heirs. Students are invited to compare the differences between the two in order to understand the social function of each law. The first meeting focuses on inheritance law. The teacher provided motivation, explained the introduction to the material, and guided STAD group discussions in identifying heirs from a case study. The activity was closed with a reflection and an assignment to find hadith related to inheritance to be analysed.

The second meeting explored the concept of wills and simulation practice. After reviewing the previous lesson, students do group work, analyse a case study, present the results, and draw conclusions. The teacher facilitates concept clarification and gives a quiz as a light evaluation. Assessment includes formative assessments such as quizzes and participation observations, as well as summative assessments in the form of tests and infographic projects on the difference between inheritance and wills. There is also an attitude rubric that assesses students' honesty, cooperation and thoroughness during the learning process.

The Learner Worksheet contains concrete case studies to enable students to calculate inheritance and evaluate the validity of wills based on Islamic law. The additional task of creating an infographic poster aims to increase reasoning power and visualise the concept of fiqh teachings creatively. The teacher conducts a reflection to evaluate whether students have understood the concept of justice in inheritance, and considers the need for a local cultural approach. Learning resources include the Qur'an, official curriculum books, Kemdikbud digital modules, and online learning videos as supporting media.

B. Application of *Student Teams Achievement Devisions (STAD)* Learning Method to Increase Motivation to Learn Jurisprudence at MAS Ruhul Islam Anak Bangsa Aceh Besar

Jurisprudence learning has a strategic role in shaping students' character and understanding of Islamic laws that regulate various aspects of life. In MAS Ruhul Islam Anak Bangsa Aceh Besar, Jurisprudence is an important pillar in strengthening Islamic values, both in the realm of worship and muamalah. However, in its implementation, there is a decrease in student learning motivation. This is due to the use of teaching methods that tend to be monotonous and one-way, so that students are less actively involved in the learning process. This condition causes boredom and weakens students' enthusiasm in exploring the understanding of the Islamic materials taught. (Kamaruddin, 2022)

To overcome these problems, it is necessary to implement a more innovative and student-centred learning strategy. Learning strategies are patterns of action that are systematically designed to achieve certain educational goals. This strategy not only includes the selection of teaching methods

and techniques, but also pays attention to who is involved in the learning process, the flow of activities, (Murthada & Sulubara, 2023)

To overcome this problem, the teacher applied the Student Teams Achievement Divisions (STAD) method as an alternative learning strategy. This method is part of a cooperative learning approach that emphasises learning in small groups, where students help each other to achieve a common understanding of the material. The application of the STAD method in class XI IPA 1 MAS Ruhul Islam Anak Bangsa aims to increase students' motivation and active participation in the learning process. By working in groups, students not only receive information from the teacher, but are also directly involved in discussions, problem solving, and presentation of group work (Ris'Adiningrat & Albina, 2024)

This collaborative learning experience provides an opportunity for students to appreciate each other's contributions. They feel more responsible because each individual has a role in the success of their group. In supporting the application of the STAD method, teachers use various learning media. The media consist of printed media such as Fikih textbooks and student worksheets (LKPD), which contain questions and summaries of important material as a learning guide during the activity.

In addition, visual media such as whiteboards and concept maps are used to help students understand the flow of thinking and the interrelationship between materials. Concept maps become an important tool in summarising information and clarifying the structure of learning content, especially in complex Jurisprudence topics such as inheritance law and wills. Digital media such as laptops are also used to display interactive teaching materials, learning videos and group presentations. The presence of this technology makes the learning atmosphere more lively and allows students to access information more widely and supports project-based learning.

The material taught through the STAD method is adjusted to the madrasah curriculum and refers to topics that are applicable and contextualised. One of the main topics in Jurisprudence class XI IPA 1 is the law of inheritance and wills, which is very important to understand because it is related to the rights and obligations in managing property according to Islam. The material is arranged in such a way that it is easy to discuss in groups and provides space for students to analyse, argue, and express opinions. This activity also strengthens students' communication and critical thinking skills, which are part of the 21st century competencies to be instilled in learning. (Wulandari, 2022)

In the implementation of STAD learning, adequate facilities and infrastructure are needed for effective learning. A spacious and flexible classroom is essential to support the formation of small groups without disrupting the learning comfort of other students. An arrangement that allows students to face each other makes it easier for them to discuss and work together. This creates a more dynamic learning environment and fosters positive interactions between students. In addition, stationery such as paper, books and markers must be available in sufficient quantities to support writing activities during discussions. The whiteboard is used as a medium for delivering material and recording the results of discussions that can be seen by the whole class, thus strengthening shared understanding.

The availability of multimedia devices such as laptops is an added value in learning. Teachers can display simulations of inheritance-will cases, infographic examples, or educational videos that support the material. Overall, the application of the STAD method at MAS Ruhul Islam Anak Bangsa

Aceh Besar has proven effective in increasing student motivation and learning activeness in the subject of Jurisprudence. Media support, contextual material, and adequate facilities and infrastructure are the main keys to creating learning that is fun, meaningful, and has a real impact on students' understanding of Islamic teachings.

C. The Effectiveness of *Student Teams Achievement Devisions (STAD)* Learning Method to Increase Motivation to Learn Jurisprudence at MAS Ruhul Islam Anak Bangsa Aceh Besar

The application of the Student Teams Achievement Divisions (STAD) learning model in learning Jurisprudence on the material of the Law of Inheritance and Wasiat in class XI IPA 1 MAS Ruhul Islam Anak Bangsa Aceh Besar proved effective in increasing student learning motivation. Through a collaborative approach and individual responsibility, STAD creates an active, participatory, and interactive learning atmosphere, where students are not only listeners but also directly involved in discussions and problem solving. This model encourages students to learn from each other, exchange understanding, and develop self-confidence, so that learning Jurisprudence becomes more meaningful, relevant, and contextualised in their lives (Hasniyanti, 2024)

The increase in student learning motivation can be seen from various indicators. One of the main indicators is perseverance in learning, where students appear more active in doing assignments and do not give up easily when facing difficulties. They seek solutions through group discussions or asking the teacher directly. This is also supported by an increased enthusiasm for the lesson, as seen from students' enthusiasm in participating in group discussions and their involvement in responding to the teacher's questions related to the laws of inheritance and wills. (Badar Ar, 2024)

In addition, interest in the lesson also increased. Many students felt that the material on inheritance law and wills was very relevant to real life, so they became more interested in exploring this material independently. They even sought additional information from reference books and the internet. Indicators of learning independence also began to appear, where some students began to get used to studying on their own outside of class hours, such as memorising parts of the inheritance or preparing discussion materials without needing to be told.

The desire to excel is also a strong motivating factor. Students show enthusiasm to achieve the best grades in Jurisprudence as a form of pride for parents and teachers. Some of them are even interested in participating in religious competitions to hone their skills and gain experience. This is accompanied by an attitude of responsibility towards tasks, where students complete tasks such as making papers, compiling inheritance divisions, or analysing fiqh cases in a timely and quality manner. There are also students who voluntarily improve their work to get better results (Ulya & Muhid, 2021)

Students' interactions with teachers and classmates also improved significantly. They are more open in discussions, both in groups and with the teacher. Before asking the teacher, students usually discuss with their peers first, then express their opinions in class. The teacher also creates an open atmosphere by providing a free space for questions and answers, so that students feel comfortable and brave in expressing their questions and opinions. All of these indicators become benchmarks that the STAD method has succeeded in having a positive impact on increasing student learning motivation in learning Jurisprudence at MAS Ruhul Islam Anak Bangsa.

D. Questionnaire results after using the STAD method

The results of data collection through questionnaires and interviews showed that most students responded positively to the application of the STAD method. Here are the main findings: From a total of 22 students who filled out the questionnaire, the following results were obtained:

Indicators	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
I feel more excited to learn fiqh with the STAD learning method.	54%	36%	-	9%
I enjoy working together with my friends in learning fiqh material.	27%	68%	4%	-
STAD learning makes me more active in discussions	9%	81%	9%	-
I find it easier to understand fiqh material with the STAD method.	40%	54%	4%	-
The STAD method makes me more motivated to study before class	36%	59%	4%	-
I feel responsible for my group in completing the task	27%	59%	4%	9%
I feel more confident when expressing my opinion in a group.	18%	68%	9%	4%
I am motivated to get good grades because my contribution affects the group grade	40%	54%	9%	-
I feel that learning fiqh becomes more fun in STAD method.	31%	68%	-	-
I want the STAD method to continue to be used in fiqh learning	45%	49%	-	-

Ket: Result % = $22\% / 4.54 \times$ Number of students who chose

Based on the results of the questionnaire distributed to 22 students at MAS Ruhul Islam Anak Bangsa Aceh Besar, it can be concluded that the *Student Teams Achievement Divisions* (STAD) learning method has high effectiveness in increasing student learning motivation in fiqh subjects. This can be seen from the majority of respondents who gave positive responses to the various indicators measured.

A total of 54% of students strongly agreed and 36% agreed that they felt more excited about learning fiqh with the STAD method. This shows that this method succeeds in creating a more energising learning atmosphere. In addition, 95% of students stated that they enjoyed working together in groups, reflecting that STAD is able to build positive teamwork. This group-based learning

also encourages students to be more active in discussions, as shown by 81% of students who agreed that they became more active.

In terms of understanding the material, 94% of students stated that they found it easier to understand fiqh lessons with the STAD method. This indicates that the collaborative and participatory approach in STAD has a positive impact on students' cognitive achievement. In addition, this method also proved to be able to foster a sense of responsibility and self-confidence; 86% of students felt responsible for group assignments, and another 86% felt more confident in expressing their opinions.

Furthermore, 94% of students felt motivated to get good grades because their contributions affected the group grade. This shows that STAD not only enhances intrinsic motivation, but also builds extrinsic motivation through the grading system that involves teamwork. Interestingly, none of the students strongly disagreed with the statement that learning fiqh became more enjoyable with the STAD method, and a large majority (94%) wanted this method to continue to be used in fiqh learning.

Overall, this questionnaire data shows that the application of the STAD method in fiqh learning is very effective in increasing students' learning motivation at MAS Ruhul Islam Anak Bangsa. This approach that involves cooperation, shared responsibility and active engagement is very much in line with the characteristics of 21st century learning that emphasises collaboration and active engagement of learners.

CONCLUSION

The Jurisprudence lesson plan for grade XI MA Phase F on the Law of Inheritance and Wills is prepared based on the Merdeka Curriculum which emphasises character building and contextual understanding of the material. The material is divided into two meetings, namely the law of inheritance and the law of wills, with the STAD method that encourages student cooperation and responsibility. Learning involves discussions, case studies, and simulations so that students understand and practice Islamic teachings in the distribution of property fairly and according to sharia.

The application of the STAD method in learning Jurisprudence in class XI IPA 1 MAS Ruhul Islam Anak Bangsa Aceh Besar aims to increase student learning motivation through group work that encourages active participation and a sense of shared responsibility. The learning media used include textbooks, LKPD, whiteboards, concept maps, and laptops to support student understanding. The material taught focuses on the laws of inheritance and wills according to the madrasah curriculum, arranged to be relevant and easy to discuss. Supporting facilities such as adequate classrooms, flexible tables and chairs, whiteboards, stationery, laptops, and reference books are instrumental in creating an effective and enjoyable learning atmosphere.

Based on the results of the questionnaire distributed to 22 students at MAS Ruhul Islam Anak Bangsa Aceh Besar, it can be concluded that the *Student Teams Achievement Divisions* (STAD) learning method has high effectiveness in increasing student learning motivation in fiqh subjects. This can be seen from the majority of respondents who gave positive responses to the various indicators measured.

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