

# **Student Teams-Achievement Division (STAD) To Increase Students' Social and Spiritual Intelligence**

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## **ABSTRACT**

This research discusses STAD in Cooperative Learning strategy to enhance students' social intelligence. It focuses on how to apply the cooperative learning strategy, social intelligence, strengths, and weaknesses, which aims to determine the process of implementing the unified learning model from beginning to end and describe the social intelligence of students after its implementation. The author used classroom action research with a qualitative descriptive approach to complement this study. Research on the disclosure of problems as they existed was data analysis using field research, observation, interviews, and documentation using data analysis, namely, data presentation, data reduction, and withdrawal. The results of this study indicated that the implementation of PAI learning on the STAD-type cooperative learning strategy in SMPN 4 Simbang class VII-A was well-implemented, effective, efficient, fun, and exciting. Besides, it had a positive impact on students' learning. There were several advantages to implementing cooperative learning strategies, including fun, self-confidence, responsibility, interest in Education, and creative thinking. Some of these factors were interconnected or related, needed, and complemented each other. Then, the shortcomings in implementing cooperative learning strategies included excessive pleasure, less skill, and limited learning resources and media.

**Keywords: Cooperative Learning, Social Intelligence, Spiritual Intelligence**

## A. INTRODUCTION

Humans are creatures created to be able to provide benefits to other humans because they are human beings who live socially (Abbate, 2016; Ahmed, 2017). Since humans are born and look at the world, they automatically have two primary needs: the desire to unite and be involved with other humans in various activities in the community and the need to cooperate with the natural environment around them (Bali, 2017; Kamaruddin, 2016).

Cooperative learning is a general term for teaching strategies that educate group cooperation and student interaction (Felder & Brent, 2007; Janah & Subroto, 2019). Implementing cooperative learning in schools is considered suitable for increasing social intelligence because it contains a group of individuals who interact with each other and generate dynamics within the group (Alcalá et al., 2019; Muñoz-Martínez et al., 2020). Cooperative learning, according to Slavin in Suprijono, refers to various kinds of learning models in which students work together in small groups consisting of multiple levels of achievement, gender, and different ethnic backgrounds to help each other in learning the subject matter (Agus Suprijono, 2009).

Cooperative learning objectives include at least three learning objectives: academic learning outcomes, acceptance of diversity, and development of social skills (Nugraha et al., 2016; Rapisa & Thaibah, 2018). Collaborative learning strategies have positive benefits when applied in the classroom. Some advantages include teaching students to trust the teacher, think, seek information from other sources, learn from other students, encourage students to express their ideas verbally and compare them with their friends' ideas, and help students learn to respect students. Educate both intelligent and not (Fiorentya & Puspitasari, 2021; Fresniawati et al., 2015; Le et al., 2018).

Islamic religious Education, as stated in the GBPP PAI in public schools, is a conscious and planned effort to prepare students to recognize, understand, appreciate, and believe in the teachings of Islam, coupled with demands to respect adherents of other religions concerning inter-religious harmony to realize national unity and integrity (Muhaimin, 2003).

Sebagaimana Firman Allah Swt dalam Q.S Al-Mujadalah ayat 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ - ١١

Translation: "O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise,"

then arise; Allah will raise those who have believed among you and those who were given knowledge by degrees. And Allah is Acquainted with what you do.” (Q.S. Al-Mujadalah: 11).

Al-Maraghi stated that the explanation of the verse contains an order to those who have justified Allah and His Messenger to spend more time in the Apostle's Council and the war council. If they do that, Allah will also open their houses in heaven later. This explanation clearly shows what is meant by the assembly. According to Al-Maraghi, it may be where the Apostle gave religious teachings or a place to discuss preparations for war with his companions.

If someone asks, we should give him something that makes him happy or at least relieves his burden. We should give him good words if we cannot provide him with anything. In Education, the verse above is very closely related to empathy, meaning to assist others in need. The second point is good communication so that it does not give rise to offense to other parties. Empathy and good communication are indicators of social intelligence.

Furthermore, Allah says in Q.S Al-Hujurat verse 13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Translation: “O humanity, indeed, We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the noblest of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.” (QS. Al-Hujarat: 13).

The verse explains that Allah SWT created humans from the exact origin of the descendants of Adam and Hawa, who were made from the land. All humans are equal before Allah, and humans become noble not because of their ethnicity, skin color, or gender but because of their purity. Then, they were made into nations and tribes. The purpose of such creation is not to bring down, blaspheme, and boast about each other but rather so that each one knows one another to foster mutual respect and the spirit of helping one another. Islam has normatively described equality as a society that does not discriminate against other community groups (Karim & Rochmahwati, 2021; Nasib Ar-Rifai, 2011; Nurmala et al., 2023).

The critical role of social intelligence students is to have actions or services that can increase social intelligence (Avlaev, 2020; Belessova et al., 2023). One of them is learning Islamic religious Education through cooperative learning strategies. STAD type (Student Team Achievement Division) is collaborative learning in which students learn using small groups

whose members are heterogeneous and use activity sheets or learning tools to complete learning materials, then help each other to understand learning materials through tutorials, quizzes, and a discussion.

The STAD cooperative learning strategy is a guideline or basic framework of learning in organizing learning experiences to achieve specific goals. One of the goals of using learning strategies is to improve the ability of students during learning (Afif et al., 2022; Febriyanti et al., 2022; Ghazali et al., 2022; Hasbi et al., 2022; Jagat et al., 2022; Mulyadi et al., 2023; Rahman et al., 2023; Riyadi et al., 2021; Susanti et al., 2022; Taranto, 2007; Wike et al., 2023; Yahya et al., 2023). This guide contains the responsibilities of educators, namely planning, implementing, and evaluating learning activities. The STAD type of cooperative learning strategy is student-centered (student-oriented), especially to overcome problems in the learning process, including students who cannot cooperate (Intan Pertiwi et al., 2023). It strives for students to be able to teach something to other students. Teaching peers provides opportunities for students to learn something well simultaneously. Students become resource persons for other students.

## **B. METHOD**

Finding themes and meanings that may enhance our knowledge of the world is the goal of this study, which employs qualitative approaches. These methods utilize data not in the form of statistics, such as words, pictures, or actions (Sugiyono, 2017). Qualitative approaches focus on understanding why people do things rather than providing information on a phenomenon's what, where, and when (Sugiyono, 2016). Almost every workplace and academic institution uses qualitative approaches with many potential applications in the social sciences, health, and business. First, the researcher must decide what they want to learn. Then, they must gather relevant information. Then, they must analyze and interpret the results. Finally, they must assess the study's merit. Religious leaders, public servants, and community activists were among the stakeholders interviewed extensively for the study.

## **C. RESULTS AND DISCUSSION**

### **Implementation of STAD Type Cooperative Learning Strategy in Improving Social and Spiritual Intelligence**

The teacher prepared lessons for managing and organizing the class, asking students to clean the classroom and arrange chairs and tables so that the teacher could greet students and provide motivation before the learning material was explained. Pray together so that the learning of blessings will be easy to understand. Growing students' character and spiritual

attitude, then the teacher took the students' attendance. Indicators of Islamic education learning materials were explained about morality in the sub-discussion of getting used to commendable behavior: a) Explain the meaning of tawadhu; b) Explain the meaning of Obedience; c) Explain the meaning of Qana'ah; and d) Explain the meaning of Patience.

Students actively thought to answer a question that the teacher conveyed. Teachers and students began to establish good communication because of the responses and interactions. To have fun, the teacher motivated students by asking them what tawadhu, Obedience, qana'ah, and Patience were and often involved them in good learning conditions. Seriously, practicing the material learned by students could lead to or trigger motivation. The teacher told the events experienced by students related to the fabric of honest, trustworthy, and istiqamah behavior that occurred in everyday environmental life. Telling experiences so that students had good interactions, what they had experienced could be encouraged to do.

### **1. Giving Material**

The results of questions and answers or discussions from Ahmad Muhaimin and Reski Nur Asipah as class VIII students. The author argued that Tawadhu is humble, not arrogant, and respects others. Obedience means doing everything that is commanded and leaving everything that is forbidden. Qana'ah is the ability to accept, be grateful, and feel sufficient for every gift and favor of Allah. Patience is self-restraint, steadfastness, and persistence to hold fast to God's decrees in the face of all trials and tests in life. Tawadhu is an attitude of humility, not being arrogant, and respecting others. Obedience means carrying out Allah SWT's commands and leaving everything He forbids. Qana'ah is feeling sufficient for every gift and pleasure of Allah SWT. Patience is holding fast to God's provisions in dealing with all problems in life.

### **2. Group Division**

The teacher divided groups of 3-4 people in each group. Then, the tasks of each group were to be discussed. Group I discussed Tawadhu, group II Obedience, group III Qana'ah, and group IV Patience. Each group member actively provided opinions and contributed ideas to get maximum results. Each group was given 10 minutes to discuss each other with their group members. Each group had a chairman, secretary, and members as a small structure. Working on group assignments was easier to understand than working individually. Because working on tasks in groups, there was mutual sharing of knowledge, experience, and solutions to the problems being worked on. Complement each other between group members if some opinions or statements are not understood. Giving ideas and solutions for each group member means providing additional insight for group members. Providing solutions and answers does not

have to impose a will or be authoritarian, but every opinion was resolved in groups or deliberation to get good and quality results.

### **3. Group Evaluation**

Discussion with each group provided answers according to the tasks of each group. Each group was allowed to present the results of their meeting. The other groups listened and understood what was conveyed and had the opportunity to ask questions and respond to the effects explained by the presenting group. The group discussion provided insight into other groups because of the different tasks. Each group had the opportunity to ask and answer twice to the presenting group. Discussions between groups were carried out safely and orderly without being authoritarian or imposing. After the meeting and presentation, the teacher explained again as additional insight so that the discussion results have the maximum value.

Evaluating the results of group discussions was an additional thought and scientific insight that the group did not discuss during the debate. The evaluation gave value to the group according to the understanding that had been done together. The review results were studied and referenced according to the tasks carried out by each group. After explaining, each group knew the weaknesses and shortcomings of the results of their respective discussions.

### **4. Awards**

The teacher rewarded the active group for the success of the business and the learning process during the meeting. Gratitude and pleasure had been completed and made students motivated and serious about learning. Awards were given to groups more active in discussions through simple prizes. A conducive learning environment positively influences effective and efficient learning activities. The competence of the student group prioritized the learning process or the teacher's efforts to achieve learning objectives. Aspects of managing to learn, including planning, implementation, and learning assessment, need to be done.

The awards won by groups more active in discussions provided motivation and encouragement to study hard. The existence of motivation or interest in learning, students sometimes used a way of giving prizes to the best or achievers. The awards obtained by the group were according to the results of the teacher's assessment during the discussion process. Groups that did not have prizes were still eager to learn so that further discussions could achieve active and high-achievement groups.

## **Social and Spiritual Intelligence of Class VII.A Students at SMPN 4 Simbang, Majene Regency**

### **1. Situational Awareness**

The learning process took place using Cooperative Learning strategies; the teacher saw students as having the ability to understand and be sensitive to other students' feelings, needs, and rights. Group discussions took place where each group understood each other's conditions according to their level of knowledge and understanding. Class VII-A students increased their sensitivity to mutual feelings between members of one group and another.

It could be seen that during group discussions, students facilitated each other's needs. Each group member had the right to contribute ideas or solutions to their problems. The teacher observed the discussion process, and class VII-A at SMPN 4 Simbang were all actively commenting and giving opinions about the discussed task. Each group member had the same need for the process of gaining knowledge. The needs of class VII-A students at SMPN 4 Simbang were facilities and infrastructure in the learning process.

Students' sensitivity to frequently asking and answering questions during the discussion process made learning more active and severe. Group members complemented each other's shortcomings in the opinions or thoughts conveyed. Students with limited thinking patterns could understand and support each other and provide encouragement. The teacher paid attention to the implementation of the discussion, namely that each group member could understand the feelings of others.

### **2. Self Carrying Ability**

Students appear according to the code of ethics or regulations applied at school. Class VII-A students at SMPN 4 Simbang have high discipline and always pay attention. Student appearance was still considered as an attitude of self-awareness that field was improved. The excellent appearance made the learning atmosphere more comfortable and conducive. Researchers believe students would be more comfortable studying if the clothes followed school rules. Students who look neat and polite provide an atmosphere of comfort in the classroom so that the discussion-learning process is more relaxed.

Group members who express opinions and statements always maintain an attitude of speaking politely and respecting other groups. Maintain a mindset to avoid conflict during the discussion and body movements when listening or speaking. When someone gives their opinion, suggestion, and solution, the other group still listens to analyze it adequately. Every group member who spoke insisted on always saying politely according to the discussion rules

so that unwanted things did not happen. The success factor of a group discussion was that you took care of each other's attitudes, actions, and words and respected other groups.

### **3. Authenticity**

The teacher assessed the students well during the discussion on conveying an opinion or statement according to the facts that occurred. The truth shared was proven based on the experience and knowledge of a person or group who was listening. Students who expressed opinions or solutions could know if what was conveyed was untrue or did not match reality. Students of class VII-A at SMPN 4 Simbang had been trusted because they were honest in expressing something. Social attitudes among group members were good according to their actions or actions during group discussions.

Students' authenticity attitudes were known and understood by looking at the attitudes and behaviors that appeared in their daily lives. Patterns of behavior in everyday life affected social attitudes in learning at school. During the discussion, group members saw that their simple behavior matched society's wishes and expectations. Thus, the way of conveying ideas was relaxed and easy to understand. Good behavior in everyday life in each group will lead to an increase in social intelligence. Improvement of the student's social intelligence during group discussions would happen if they followed the rules in the community and participated in community activities.

### **4. Empathy**

The problems experienced by students during group discussions were carried out effectively and efficiently because of their strong sense of empathy for themselves. Participating in the issues faced by others proved the power of kindness to help immediately. The strength of the heart in students to join in feeling something happened to other students. Therefore, the teacher judged that the members of each group had high empathetic power. It was seen and proven that many students understood each other and the conditions during the discussion.

The power of empathy in a person affects social intelligence in the learning process. Group members had high empathy power to feel each group member's burden. The power of heart arose in oneself through one's conscience so that it was easy to touch and feel—the desire to always help someone in trouble and need of others. Students have a sense of empathy for others in the learning process, which was proven to be petrified and complements the conditions that other students less experienced. Sincere conscience was always encouraged to help those in trouble between group members and between groups.



## **Strengths and Weaknesses of implementing the STAD Type cooperative strategy**

### **1. Strengths**

#### **a. Fun**

The learning process was done well if it was influenced by a pleasant and comfortable learning atmosphere. Several met factors create a relaxed and enjoyable learning atmosphere, progress or improvement, the learning process was followed to completion and teacher satisfaction. The teacher liked to teach a comfortable and pleasant atmosphere to convey the material optimally. Students had motivation, felt satisfied receiving the material, appreciated and thought about the material presented by the teacher. The learning process does not get good results if the learning atmosphere is not comfortable and fun.

#### **b. Self-confidence**

A sense of self-confidence in every action and a teacher's success in the classroom learning process affected by the situation were motivations to follow the learning process.

#### **c. Responsible**

The application of the cooperative learning strategy tried to make learning fun and calm, and there was a motivation that looked disciplined and responsible for the work being done. Develop thinking skills in group discussions due to the application of the cooperative learning strategy. Every learning meeting was held at SMPN 4 Simbang, and the teacher was responsible for discipline. Facing many problems and impacting the development of students benefited from cooperative learning strategies. The learning process was carried out in group discussions. Islamic education lessons have meaning so that they understand the material being studied, and the learning process makes them more comfortable and do not feel bored following the class. Active learning and developing brain thinking skills would lead to creative and critical thinking skills.

#### **d. Responsible**

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class. Active learning and developing brain thinking skills would lead to creative and critical thinking skills.

e. Creative Thinking

In the implementation of the Cooperative Learning strategy process, it was seen that students discussed and exchanged ideas with each other and expressed their respective opinions according to the group and problems given by the teacher. Students helped each other and completed the answers or opinions according to the questions from the Sort Card. Differences or sharing different ideas in discussions significantly increased knowledge and understanding of the material. In the STAD Type Cooperative Learning strategy, the main objective was students. Therefore, the teacher sought various interactions and removed learning barriers correctly so students could learn quickly and naturally. All of that was aimed at increasing the social intelligence of students.

**2. Weakness**

a. Too Much Fun

Cooperative learning strategies created a relaxed, comfortable, happy, and enjoyable atmosphere. However, when students are excessively overloaded with these conditions, it will harm their interest and learning activities. The material conveyed by the teacher was not understood because it was not the focus of learning. A sense of pleasure and relaxation in the spirit of Education was needed to receive the material, but it should not be too exciting. Students would not receive material effectively and efficiently in the learning process. If you played too much, students paid more attention to comfort and fun compared to the subject matter delivered by a teacher.

b. Skills and Expertise

Fun and comfortable learning conditions with the application of Cooperative Learning strategies at SMPN 4 Simabang achieved a situation for teaching skills that required expertise and made teachers more creative and made learning fun. Learning is an educational process to change the mindset and character of students for the better. Realizing effective and efficient learning requires teacher skills in managing the classroom. Teacher competence in transferring knowledge, experience, and knowledge, integrated from various comprehensive teacher competencies, is a teaching skill. Relatively mature and well-planned, teachers need a better way of preparing learning processes and planning to make activities that are fun and happy to learn. Implementing learning activities helped with adequate preparation at SMPN 4 Simabang for applying STAD-type cooperative learning strategies.

c. Limited Media and Learning Resources

Media and learning resources affect the success of students in the learning process. Learning is influenced not only by the teacher but also by the media and learning resources. Students from cities had a better understanding and know-how to access technology and information than students from villages. SMPN 4 Simbang was still limited in media and learning resources.

#### **D. CONCLUSION**

Implementation of PAI learning on Cooperative Learning strategy at SMPN 4 Simbang class VII-A. Well, they implemented it effectively, efficiently, fun, and excitingly. It had a positive impact on students' learning. Students preferred the learning process of the group discussion method. Group discussions provided a lot of different knowledge and knowledge according to the opinions of each group member from various references. Situational awareness, social intelligence, self-carrying ability, authenticity, and empathy in students had developed in SMPN 4 Simbang. Each group member had social intelligence maintained to improve the learning process carried out properly, effectively, and efficiently. The social intelligence possessed by each student was assessed both in the school environment and individually. They had good social skills and got grades or awards, so they were maintained/improved.

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