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The Cooperative Learning Model of the STAD Type Assisted by Canva and Quizizz Media to Improve Students' Motivation, Activity, and Learning Outcomes

Ifan Fadilah[1*], Koderi[1], Septuri[1]
[1] *Universitas Islam Negeri Raden Intan Lampung, Indonesia.*

ifanfadilahrf@gmail.com *

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Abstract

This study aims to improve students' motivation, activities, and learning outcomes in Islamic Religious Education (PAI) by using the Student Teams Achievement Divisions (STAD) cooperative learning model, assisted by Canva and Quizizz media. The research method used is Classroom Action Research (CAR), conducted over three cycles. Each cycle consists of the stages of planning, action, observation, and reflection. The results indicate that implementing the STAD model, with Canva and Quizizz as supporting media, can enhance students' learning motivation, as reflected in increased activities during the learning process. Moreover, students' learning outcomes also showed significant improvement, as evidenced by the rise in average evaluation test scores in each cycle. In first cycle, the learning mastery rate was 63.16%, in second cycle it increased to 73.68%, and in third cycle it further increased to 89.47%. The use of Canva and Quizizz as tools in the STAD cooperative learning model proved effective in creating a fun and interactive learning environment, fostering students' enthusiasm and interest in learning.

Keywords: Cooperative Learning Model, Quizizz Media, Learning Outcomes

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INTRODUCTION

The teaching and learning process is basically a form of educational interaction between teachers and students. Learning is an activity that changes ignorance into knowledge, lack of understanding into understanding, and inability into the ability to achieve optimal results (Ihsana, 2017). The aim of educational interaction in the teaching and learning process is to encourage students to be able to understand the subject matter well, so that they can truly achieve the learning objectives. To achieve this goal, teachers as facilitators are required to make learning more interesting and liberating for students. Teachers need to pay attention to various aspects to create creative and innovative learning, such as considering models, approaches, methods and learning support media. By considering these things, it is hoped that teachers can activate student participation in the learning process.

Many students are less motivated to study PAI because it is considered a theoretical and less interactive subject. This low interest has an impact on students' low activity and learning outcomes. The level of students' learning motivation is a key factor

in achieving academic success. Motivation can increase students' desire to learn. Students who initially have a low desire to learn, when given motivation, will experience an increase in enthusiasm for learning, so that the learning process becomes more enjoyable (Mustanil et al., 2022). However, challenges in maintaining high motivation often arise in less interesting classroom environments or a lack of variety in the learning methods used by teachers. As stated by (Harahap et al., 2022) motivation plays an important role in determining an individual's success in achieving predetermined goals or realizing their desires.

Student activities in learning are an important determinant of the process of understanding and mastering the material. Learning that is interactive and actively involves students can increase information retention and understanding of concepts. However, in many cases, teacher-centered learning tends to make students passive and less active in the learning process. Learning outcomes are the abilities that a person obtains after going through the learning process, which results in changes in behavior, including students' knowledge, understanding, attitudes and skills, so that they become better (Purwanto, 2002). Optimal learning outcomes are the main goal of education. By using appropriate learning methods, it is hoped that students can achieve better academic achievements. However, efforts to improve learning outcomes often encounter obstacles due to the lack of effectiveness of the learning methods used in stimulating students' understanding and problem solving. Application of the STAD type cooperative learning model (*Student Team Achievement Divisions*) can increase students' motivation and learning achievement (Adnyana, 2020). In his research (Hamid et al., 2022), the application of the model *cooperative learning* The STAD type has a very positive impact on learning seen from the enthusiasm of students in learning, providing information to each other, collaborating in discussions and each student providing opportunities for other friends to be active in the group. The STAD type cooperative learning model can be applied to create a pleasant learning atmosphere so that the desired learning objectives can be achieved (Ardi, 2022).

Model CITY (*Student Teams Achievement Divisions*) allows students to work in small groups, where they help each other understand PAI material. The STAD type cooperative learning model offers an approach that focuses on cooperation between students in achieving learning goals. Through collaboration and shared responsibility, students can experience the benefits of more interactive and in-depth learning. However, the full potential of this model has not been fully exploited without adequate technological support. This model increases social interaction between students, which can influence their motivation and learning activities positively. Use of models *cooperative learning* The STAD type is very good for improving student learning outcomes. (Musdalifah, 2023). The Jigsaw type cooperative learning model (Harahap et al., 2022) can improve student learning outcomes and can change students' learning patterns.

The STAD learning model can be used as a good solution for dealing with learning related to learning outcomes (Pritasari and Wilujeng 2020). As stated by (Lisnawati et al. 2023), the use of media in the learning process has a crucial role because it can maximize the achievement of student learning outcomes. The use of Quizizz platform assistance in the STAD type cooperative learning model can be significantly improved. Quizizz provides tools that allow teachers to create interactive quizzes, comprehension questions, and other challenges that can increase student engagement in learning. With the integration of this technology, it is hoped that there will be a real increase in student motivation, activity and learning outcomes. The use of technology in education is now increasingly widespread, but its application in PAI is still limited. In fact, the use of interactive media such as Canva to create visual teaching materials and Quizizz for evaluation through interactive quizzes can help increase student engagement significantly. Canva can be used

by teachers to create visually appealing presentations explaining religious concepts, while Quizizz can be used to conduct interactive quizzes that are competitive and fun. It is hoped that the use of these two media will be able to stimulate students' interest in learning PAI and increase students' motivation, activity and learning outcomes.

METHOD

This research is Classroom Action Research (PTK) which aims to increase the motivation, activity and learning outcomes of students at Nurul Huda Pringsewu Vocational School through the application of the Student Teams Achievement Divisions (STAD) type cooperative learning model assisted by Canva and Quizizz media. This research was carried out collaboratively between researchers and partner teachers in designing, implementing, observing and reflecting on actions carried out in the classroom. The research was conducted at Nurul Huda Pringsewu Vocational School. The subject of this research was class X. Pharmacy, with a total of 19 students, 7 men and 12 women. The research was carried out over one semester, with a research cycle involving several learning improvement actions. This research uses a PTK spiral design involving four stages in each cycle, namely Planning (*Planning*), Execution of Actions (*Acting*), Observation (*Observing*), and Reflection (*Reflecting*).

Figure 1. PTK procedure (Uno et al., 2014)

The instruments used in this research were observation sheets, questionnaires, learning outcomes tests, and documentation in the form of teacher diaries, photos and videos of the learning process. Data was collected through several techniques, namely: direct observation of teacher and student activities during the learning process. Motivation questionnaire filled out by students to determine changes in learning motivation. Learning outcome tests are given before and after the action to determine improvements in student learning outcomes. Interviews with teachers and students to obtain feedback regarding the learning carried out.

Table 1. Syntax of STAD type cooperative learning model with media assistance *canva* And *quizziz*

No	Steps	Activity
(1)	Conveying goals and motivation	Convey learning objectives and provide motivation to students.
(2)	Group division	Divide students into small groups consisting of 4-6 students with varying levels of ability.
(3)	Teacher presentation	The teacher delivers lesson material using media *canva*, explains the importance of the topic, and provides motivation so that students learn actively and creatively. The teacher also explains the skills expected, the tasks given, and how to complete them.
(4)	Learning activities in	Students learn in groups that have been formed, using

	groups	worksheets prepared by the teacher as a guide so that each member can master the material and contribute.
(5)	Quiz (Evaluation)	Teachers evaluate learning outcomes through quizzes about material that has been studied using media *Quizizz.*
(6)	Group achievement awards	After the quiz, the teacher checks the students' work, gives a grade in the range 0-100, and gives group awards.

Indicators of learning motivation in research (Munawwarah et al., 2015) are showing high enthusiasm and being able to focus attention, especially when listening to the teacher; has a strong desire to always join a group; always remember the lesson material and repeat it again; be actively involved, creative, and enjoy ongoing lessons; try hard and not give up easily when facing difficulties in learning; use various learning strategies and resources to understand the material more deeply; actions, habits, and morals are always under one's own control. Indicators of student learning activities are taken from (Irawan, 2017), namely student involvement in learning; interaction of students in diverse groups; students' courage to ask or have an opinion; enthusiasm in learning; interaction between students during learning and the relationship between students and teachers during learning.

The data obtained was analyzed qualitatively and quantitatively. Qualitative data in the form of observations and interviews were analyzed by reduction, presentation and drawing conclusions. Quantitative data in the form of test results were analyzed using descriptive statistics to see improvements in student learning outcomes before and after the actions were taken. The questionnaire assessment that has been obtained can be processed using the formula as written by (Purwanto, 2010), namely as follows:

NP = $\frac{R}{SM} \times 100\% \frac{R}{SM} \times 100\%$

Information:

E.G = the percent value sought
R = raw scores obtained by students
S Max = the ideal maximum score of the test in question
100 = fixed number

From the results of calculating questionnaire data for all students to measure students' motivation, activities and learning outcomes in the teaching and learning process in the classroom, they will obtain a percentage value, which can be transformed into determining the benchmark on a percentage scale. The benchmark criteria according to (Purwanto, 2010) are as follows:

Table 2. Criteria for success in student motivation, activities and learning outcomes

Interval	Type Criteria
86– 100%	Very good
76– 85%	Good
60– 75 %	Enough
55– 59 %	Not enough
≤ 54 %	Very less

This research is considered successful if students' motivation increases significantly based on the results of questionnaires and observations; students are more active and involved in cooperative learning and media use *Canva* And *Quizizz*; The increase in student learning outcomes can be seen from the evaluation results with *Quizizz* and a minimum of 85% of students achieve a score above the Minimum Completeness Criteria (KKM). This research is expected to be able to increase the motivation, activity and learning outcomes of students in class *Canva* And *Quizizz.*

RESULT AND DISCUSSION

After carrying out research for three cycles with three meetings in class X consisting of 7 boys and 11 girls. Nurul Huda Pringsewu Vocational School Pharmacy, which involved 19 students. This research aims to improve the quality of learning through a more interactive approach and actively involving students in the learning process. Each cycle is designed to observe changes in student motivation, activity and learning outcomes. Through observations and evaluations carried out at each meeting, significant developments in student participation and their understanding of the subject matter can be seen. The results of the research can be presented as follows:

Table 3. Distribution of students' learning motivation

Criteria	Motivation	Cycle I		Cycle II		Cycle III	
		Amount	%	Amount	%	Amount	%
Very good	86– 100%	4	21,05	7	36,84	17	89,47
Good	76– 85%	4	21,05	8	42,11	1	5,26
Enough	60– 75 %	9	47,37	4	21,05	1	5,26
Not enough	55– 59 %	2	10,53	0	0	0	0
Very less	≤ 54 %	0	0	0	0	0	0

Based on Table 3, from the results of the data analysis carried out, in cycle I the learning motivation of students with very good criteria was 4 students, namely 21.05%, the learning motivation of students with good criteria was 4 students, namely 21.05%, motivation There are 9 students learning with sufficient criteria, namely 47.37%, but there are still 2 students with insufficient learning motivation, namely 10.53%, this is because the students are in the introduction stage through Canva and Quizizz media. In cycle II, there was an increase in the learning motivation of students with very good criteria, namely 7 students, namely 36.84%, the learning motivation of students with good criteria was 8 students, namely 41.11%, the learning motivation of students with sufficient criteria was 4 participants. education is 21.05%. In cycle III, there was an increase in the learning motivation of students with very good criteria to 17 students, namely 89.47%, the learning motivation of students with good criteria was 1 student, namely 5.26%, the learning motivation of students with sufficient criteria was 1 student education is 5.26%. In cycles II and III, the percentage results experienced an increase in students' learning motivation. This is because students have begun to adapt to the learning method using Canva media, resulting in an increase in percentage in cycles II and III.

In general, from the results of data analysis on students' learning motivation, the percentage increase in learning motivation was very significant from cycle I to cycle III. So, it can be concluded that the application of the STAD type cooperative learning model assisted by Canva and Quizizz media has succeeded in increasing students' learning motivation. Students are more enthusiastic in participating in learning because the material is presented in an interesting way via Canva, and evaluation is carried out interactively using Quizizz. This encourages students to be more motivated in learning and participate actively. Next, the distribution of students' learning activities uses the STAD type cooperative learning model with media assistance *canva* And *Quizizz* can be seen in Table 4 below:

Table 4. Distribution of student learning activities

Criteria	Activity	Cycle I		Cycle II		Cycle III	
		Amount	%	Amount	%	Amount	%
Very good	86– 100%	5	26,32	8	42,11	18	94,74
Good	76– 85%	3	15,79	5	26,32	1	5,26
Enough	60– 75 %	8	42,11	5	26,32	0	0
Not enough	55– 59 %	3	15,79	1	5,26	0	0
Very less	≤ 54 %	0	0	0	0	0	0

The distribution of students' learning activities in cycle I, there were 3 students with activities in the poor category, 8 students with activities in the sufficient category, 3 students with activities in the good category, and 5 students with activities in the very good category. In cycle II there was an increase in the activity of students in the good category by 5 students, and the activity of students in the very good category was 8 students. In cycle III there were no student activities in the sufficient or poor categories, but of the 19 students there were 18 in the very good category and 1 student in the good category. From Table 3, it can be seen that the presentation of student activities in the very good category increased from cycle I by 26.32%, in cycle II by 42.11%, and in cycle III by 94.74%. Students' learning activities have increased significantly. In STAD type cooperative learning, students are involved in group discussions, work together, and help each other understand the material. Media *Canva* helps convey material visually, meanwhile *Quizizz* make the evaluation process more enjoyable. Student activity in working in groups and completing tasks together has increased compared to previous learning methods.

Table 5. Distribution of completeness of student learning outcomes

No	Learning outcomes	Cycle I	Cycle II	Cycle III
1	Total score	1402	1507	1602
2	Rate - rate	73,79	79,32	84,32
3	Complete	12	14	17
4	% Complete	63,16 %	73,68 %	89,47 %
5	Not finished	7	5	2
6	% Incomplete	36,84 %	26,32 %	10,53 %

From Table 5, the total score of student learning outcomes in cycle I was 1402 with an average learning outcome of 73.79 with 12 students who completed their learning, namely 63.16%, while 7 students who did not complete namely 36.84%. In cycle II, the total score of learning outcomes increased by 1507 with an average learning outcome of 79.32, the learning outcomes of students who completed were 14 children, namely 73.68%, while the students who did not complete were only 5 students, namely 26 .32%. In cycle III there was a significant increase, namely the total score was 1602 with an average score of 84.32, in cycle III there were only 2 students who did not complete. Student learning outcomes also improved after implementing the action. The average score of students experienced a significant increase after the evaluation was carried out using *Quizizz*, and the majority of students achieved scores above the Minimum Completeness Criteria (KKM). This shows that the STAD cooperative learning model is supported by media *Canva* And *Quizizz* effective in increasing students' understanding of the subject matter.

CONCLUSIONS

Based on the results of classroom action research (PTK) conducted at Nurul Huda Pringsewu Vocational School in class X. Pharmacy consisting of 19 students (7 men and 12 women), it can be concluded that the application of the cooperative learning model (*Cooperative Learning*) type CITY (*Student Teams Achievement Divisions*) with the help of the media *Canva* And *Quizizz* can increase student motivation, activity and learning outcomes. With this approach, students become more active, motivated, and able to achieve better learning outcomes.

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