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Enhancing Qur'anic Literacy through the Student Teams Achievement Division Cooperative Learning Model

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Abstract: *This study examined the implementation of the Student Teams Achievement Division (STAD) cooperative learning model to improve Qur'anic reading and writing skills among eighth-grade students at MTs Nurul Amal Menes, Indonesia. The study employed Classroom Action Research involving 26 students in class VIII B, comprising a pre-cycle assessment and two intervention cycles. Each cycle consisted of planning, action, observation, and reflection. Data were collected through achievement tests, classroom observations, interviews, and documentation, and analyzed descriptively. The intervention focused on reading fluency, pronunciation accuracy (makhraj), application of tajwid rules, and Qur'anic writing skills. The findings revealed improvement in students' achievement. The class average increased from 63.12 in the pre-cycle to 74.42 in Cycle I and 81.58 in Cycle II. The proportion of students achieving the minimum mastery criterion of 75 increased from 23.08% to 46.15% and 76.92%, respectively. Student activity improved from 68.75% in Cycle I to 84.38% in Cycle II, while teacher activity increased from 77.50% to 80.00%. These findings indicate that STAD implementation was associated with improved achievement and participation. The study concludes that STAD can be an instructional alternative for Qur'anic literacy learning, although individualized support remains necessary for students who have not achieved the mastery criterion.*

Keywords: *Cooperative Learning, Qur'anic Literacy, Qur'anic Reading, Qur'anic Writing, STAD*

INTRODUCTION

Islamic Religious Education (IRE) plays a strategic role in developing students' moral character, spiritual awareness, and understanding of Islamic values (Rambe, 2023). One of its fundamental objectives is to equip students with the ability to read and write the Qur'an, as these competencies constitute essential foundations for engaging with Islamic teachings (Hastasari et al., 2022). Qur'anic literacy involves more than the ability to recognize Arabic letters or recite verses; it encompasses accurate pronunciation, fluency, appropriate application of tajwid rules, recognition of letter forms, and the ability to write Arabic characters and Qur'anic words correctly.

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These interconnected competencies are particularly important at the junior secondary level, where students are expected to strengthen their foundational religious knowledge and develop greater independence in religious learning (Habibah et al., 2023; Muttaqin, 2023; Triansyah et al., 2023). Therefore, Qur'anic reading and writing instruction should be designed as a systematic and continuous learning process that integrates conceptual understanding with practical skill development. Achieving these objectives requires adequate instructional preparation, appropriate pedagogical strategies, and learning activities that respond to students' varying levels of competence.

Despite its fundamental importance, developing Qur'anic reading and writing proficiency remains a considerable challenge in Islamic education (Taiba et al., 2023). Students often demonstrate different levels of prior knowledge and practical competence due to variations in family religious backgrounds, previous learning experiences, opportunities for Qur'anic practice, and access to appropriate learning resources (Sufyan & Hartono, 2023). These differences can create substantial disparities in students' abilities, particularly when classroom instruction does not adequately accommodate individual learning needs (Lingga et al., 2023; Puspitasari & Yuliana, 2022; Robbayani, 2020). Furthermore, insufficient learning motivation, limited instructional resources, and the use of less varied teaching methods may prevent students from developing the necessary reading and writing skills. These challenges suggest that improving Qur'anic literacy requires more than the transmission of religious knowledge. It demands instructional approaches that encourage active participation, provide opportunities for repeated practice, accommodate differences in students' initial abilities, and facilitate meaningful interaction throughout the learning process (Roji & El Husarri, 2021).

These challenges were also identified in the Qur'anic reading and writing instruction at MTs Nurul Amal Menes, particularly among students in class VIII B. Preliminary observations involving 26 students indicated that most students continued to experience difficulties in reading and writing Qur'anic letters accurately, including applying appropriate tajwid rules. Their average Qur'anic reading and writing achievement was below the school's minimum mastery criterion (*Kriteria Ketuntasan Minimal* [KKM]), which was set at 75. Previous instruction primarily

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employed a memorization-oriented approach (*tahfidz*), emphasizing the direct memorization of Qur'anic verses. Although memorization represents an important component of Qur'anic education, an instructional emphasis on memorizing verses alone may not provide sufficient opportunities for students to develop the technical competencies required for accurate reading and writing. In particular, students who have not adequately mastered letter recognition, pronunciation, connections between Arabic letters, and writing conventions require more explicit instruction and guided practice. Consequently, the existing instructional approach appeared insufficient to address the diverse learning difficulties within the classroom. This situation highlights the need for a more interactive and differentiated pedagogical strategy that balances memorization with the development of practical Qur'anic literacy skills.

One pedagogical approach that may address these challenges is cooperative learning through the *Student Teams Achievement Division* (STAD) model (Ramadhani & Alfurqan, 2022; Rokhanah et al., 2021; Wardika & Putra, 2019). STAD is a cooperative learning model that organizes students into small, heterogeneous groups in which members work collaboratively to understand instructional materials and achieve shared learning objectives. Its instructional structure generally consists of teacher presentations, heterogeneous team formation, collaborative learning activities, individual assessments, and team recognition based on students' learning achievements. These components establish a balance between collective responsibility and individual accountability. Rather than positioning students solely as recipients of information, STAD encourages them to participate actively in constructing understanding, explaining concepts, exchanging knowledge, and supporting one another's academic progress. The use of appropriate instructional media can further strengthen students' engagement and facilitate the implementation of collaborative learning activities.

The relevance of STAD to Qur'anic reading and writing instruction lies in its potential to facilitate peer-assisted learning and provide opportunities for continuous skills practice. Reading and writing the Qur'an involve practical competencies that cannot be adequately developed through theoretical explanations alone. Students need repeated opportunities to identify Arabic letters, recognize their different forms, pronounce them correctly, connect letters into words, apply

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tajwid rules, and reproduce written forms accurately (Bakri & Yahaya, 2020; Daud, 2023; Norman, 2021). Through heterogeneous grouping, students with stronger competencies can assist classmates who experience difficulties, creating opportunities for peer explanation, demonstration, correction, and reinforcement. Such interactions may make learning more accessible because students can receive additional explanations and guidance from classmates within a collaborative environment (Hanif, 2023). At the same time, individual assessments within the STAD framework ensure that each student remains responsible for developing personal competence rather than relying exclusively on the achievements of more capable group members. Consequently, the combination of collaborative learning and individual accountability offers a pedagogical mechanism for addressing differences in students' initial abilities while encouraging active participation and mutual academic support.

Nevertheless, the effectiveness of STAD depends on appropriate instructional planning and classroom management. Collaborative activities can encourage students to exchange knowledge, develop communication skills, and assume shared responsibility for learning. However, STAD also presents practical challenges, particularly regarding instructional time, preparation, group organization, and the equitable participation of all members. Without appropriate guidance, group activities may become dominated by students with higher academic abilities, leaving less proficient students with limited opportunities to practice and participate. Therefore, teachers need to establish clear learning objectives, distribute responsibilities within groups, monitor collaborative activities, and conduct individual assessments to ensure that every student benefits from the instructional process. In Qur'anic literacy instruction, these characteristics need to be adapted to the practical nature of reading and writing competencies through activities that provide sufficient opportunities for demonstration, guided practice, and individual performance assessment.

Previous empirical research on cooperative learning provides a basis for examining the potential of STAD in Islamic education. Studies have reported positive contributions of cooperative learning to academic achievement and the development of Qur'anic reading competencies (Aisida, 2021; Bahri et al., 2023; Fuadi & Shohib, 2024; Mawadda et al., 2023;

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Zarkasyi, 2021). However, these findings also indicate an opportunity to investigate the application of STAD to a broader set of Qur'anic literacy competencies. In particular, reading and writing are related but distinct skills that require different forms of instruction and assessment. Improvement in reading proficiency does not necessarily indicate corresponding improvement in writing accuracy. Furthermore, general improvements in Islamic Religious Education achievement do not automatically demonstrate the effectiveness of a particular instructional model in developing specific Qur'anic literacy skills (Al Ayyubi et al., 2025; Andriani et al., 2025; Fauzi et al., 2025; Ikromi et al., 2025; Murharyana et al., 2024). Accordingly, further investigation is necessary to examine how STAD can support the integrated development of Qur'anic reading and writing competencies, particularly among students with varying levels of initial proficiency.

Addressing this research gap, the present study examines the implementation of the *Student Teams Achievement Division* (STAD) cooperative learning model to improve the Qur'anic reading and writing skills of eighth-grade students at MTs Nurul Amal Menes. Its primary focus is the integration of reading and writing competencies within a collaborative instructional framework, rather than examining general academic achievement or reading proficiency independently. The study considers how heterogeneous group interaction, peer assistance, guided practice, and individual accountability can be incorporated into Qur'anic literacy instruction to address students' learning difficulties. Accordingly, the research aims to identify students' initial levels of Qur'anic reading and writing proficiency, describe the implementation of STAD in classroom instruction, and examine changes in students' competencies following its implementation. The study is expected to contribute practical evidence for developing more participatory and student-centered approaches to Islamic Religious Education while providing further insight into the application of cooperative learning models for strengthening Qur'anic literacy at the Islamic junior secondary education level.

METHOD

This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, which comprises four interconnected stages: planning, action, observation, and

reflection. This research design was selected to systematically identify classroom learning problems, implement instructional improvements, evaluate their effectiveness, and refine teaching practices through successive cycles (Creswell & Creswell, 2017; Nadirah et al., 2022; Sahir, 2021). The study integrated quantitative and qualitative approaches to examine the implementation of the *Student Teams Achievement Division* (STAD) cooperative learning model in improving students' Qur'anic reading and writing skills. Quantitative data were obtained from students' assessment results during the pre-cycle, Cycle I, and Cycle II, while qualitative data were collected through classroom observations and interviews. The combination of these approaches enabled the researchers to evaluate changes in students' learning achievement alongside their participation, collaborative interactions, and responses to the instructional intervention.

The research was conducted at MTs Nurul Amal Menes, Pandeglang Regency, Banten Province, Indonesia, during the 2026/2027 academic year. The participants were 26 eighth-grade students from class VIII B, consisting of 13 male and 13 female students. The class was selected based on preliminary observations indicating that students experienced difficulties in developing accurate Qur'anic reading and writing skills, with their average achievement remaining below the school's minimum mastery criterion of 75. The research focused on four indicators of Qur'anic literacy: reading fluency, pronunciation accuracy (*makhraj*), accuracy in applying tajwid rules, and Qur'anic writing skills. The STAD model was introduced to encourage active participation, peer assistance, individual accountability, and collaborative learning among students with different levels of academic ability.

The research was conducted through a preliminary assessment and two intervention cycles. During the pre-cycle stage, the researchers observed classroom activities and assessed students' initial competencies to identify learning difficulties and establish baseline achievement. The findings were used to develop an instructional plan based on the STAD model. Each intervention cycle followed the four stages of the research design. During planning, the researchers prepared lesson plans, instructional materials, heterogeneous learning groups, assessment instruments, and observation sheets. The action stage involved implementing STAD through teacher presentations, collaborative team learning, individual quizzes, improvement-score calculations, and team

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recognition. These activities provided opportunities for students to practice Qur'anic reading and writing while receiving academic support from their group members. During the observation stage, the researchers monitored teacher performance, student engagement, group interaction, and the implementation of instructional activities. Reflection was subsequently conducted by evaluating assessment results and observational findings to identify progress, difficulties, and aspects requiring improvement. The findings from Cycle I informed adjustments to the instructional strategy implemented in Cycle II.

Data were collected through tests, classroom observations, interviews, and documentation. The assessment instruments measured students' competencies in four areas of Qur'anic literacy. Reading fluency was evaluated based on students' ability to read Qur'anic passages smoothly and appropriately. Pronunciation accuracy focused on the correct articulation of Arabic letters according to their respective points of articulation (*makhraj*). Tajwid competence was assessed through students' ability to apply relevant Qur'anic recitation rules, while writing skills were evaluated based on the accuracy of forming and connecting Arabic letters and reproducing Qur'anic words. Classroom observation sheets were used to document teacher activities, student participation, collaborative interactions, and the implementation of the STAD learning stages. Interviews provided additional information about students' learning experiences, responses to group activities, and difficulties encountered during the intervention. Documentation, including assessment records and instructional materials, was used to support and verify the collected data.

Quantitative data were analyzed descriptively by examining students' average achievement and classical learning mastery. The analysis focused on comparing assessment results from the pre-cycle, Cycle I, and Cycle II to identify improvements in overall achievement and the proportion of students attaining the school's minimum mastery criterion of 75. Qualitative data from observations and interviews were analyzed descriptively by organizing the collected information, identifying relevant patterns, and interpreting students' participation, group collaboration, learning experiences, and instructional challenges. The findings from both data sources were compared to provide a comprehensive understanding of the learning process and the outcomes of the intervention. Data credibility was strengthened through source and

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methodological triangulation by comparing information obtained from observations, interviews, and documentation.

The success of the intervention was determined by improvements in students' Qur'anic reading and writing achievement following the implementation of the STAD cooperative learning model. The intervention was considered successful when the class average reached at least 75 and a minimum of 75%–80% of students achieved individual scores of 75 or higher, in accordance with the school's minimum mastery criterion. These achievement indicators were complemented by qualitative observations of student participation, collaborative learning, and the implementation of instructional activities throughout the research cycles. The combined findings were used to evaluate the extent to which STAD contributed to improvements in students' Qur'anic literacy competencies.

RESULTS AND DISCUSSION

RESULT

Students' Initial Qur'anic Literacy Achievement (Pre-Cycle)

Before implementing the Student Teams Achievement Division (STAD) cooperative learning model, an initial observation was conducted to identify the Qur'anic reading and writing abilities of eighth-grade students in class VIII B at MTs Nurul Amal Menes. The preliminary observation involved direct classroom observation and a brief interview with the Qur'anic literacy teacher. The findings indicated that instruction primarily relied on memorization activities combined with teacher explanations and repeated recitation. Students generally listened to the teacher's recitation and repeated the verses collectively, with limited opportunities for individualized practice or peer interaction. This instructional arrangement appeared to affect students differently according to their prior learning experiences. Students who were accustomed to reading the Qur'an at home were generally able to follow the lessons, whereas those with weaker foundational skills tended to participate passively. Difficulties were also identified in writing Arabic letters, particularly in connecting letters and placing appropriate diacritical marks (harakat). These initial findings indicated the need for an instructional approach that could accommodate

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differences in students' abilities while providing opportunities for individual practice and collaborative learning.

During the pre-cycle stage, learning activities were conducted using the teacher-centered approach previously employed in the classroom. The teacher explained the material, demonstrated the correct recitation of Surah Al-Fatihah, and asked students to repeat the verses collectively. Students subsequently copied the written examples from the board into their notebooks. At the end of the lesson, individual written and oral assessments were administered to evaluate students' initial Qur'anic reading and writing competencies. The pre-cycle assessment results showed that students' achievement remained below the expected learning standard. As presented in Table 1, the class obtained a total score of 1,641, with an average score of 63.12. Only six students achieved the minimum mastery criterion (KKM) of 75, while the remaining 20 students did not meet the required standard. The proportion of students achieving mastery was therefore 23.08%.

Table 1. Pre-Cycle Students' Learning Achievement

Assessment Indicator	Result
Number of students	26
Total score	1,641
Class average	63.12
Highest score	80
Lowest score	35
Minimum mastery criterion	75
Students achieving mastery	6 (23.08%)
Students not achieving mastery	20 (76.92%)

The findings established that students' initial Qur'anic literacy achievement was relatively low. The limited opportunities for individualized guidance, collaborative practice, and active participation were among the classroom conditions identified during the preliminary observation. These findings provided the basis for implementing STAD in the subsequent action cycles.

Results of Cycle I

Cycle I was conducted over two instructional meetings on August 4 and 5, 2026, with each meeting allocated 2 × 30 minutes. The learning material focused on reading and writing Surah Al-Ikhlas. The intervention followed the main stages of STAD, including class presentation, heterogeneous team formation, collaborative learning, individual quizzes, individual improvement

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scores, and team recognition. During the first meeting, the teacher introduced the learning objectives, motivated students, and organized the class into four heterogeneous groups consisting of six to seven students. The teacher presented Surah Al-Ikhlas, emphasizing letter articulation (*makhraj*), tajwid rules, and the formation of connected Arabic letters. Students then completed group worksheets with teacher guidance. The lesson concluded with an individual quiz and feedback.

During the second meeting, students reviewed the previous material and continued working in their respective groups. They practiced writing the complete Surah Al-Ikhlas with appropriate harakat and identifying its tajwid rules. Each group presented its work to the class, followed by an individual quiz. The teacher subsequently calculated individual improvement scores and provided verbal recognition to the group with the highest average achievement. The assessment results showed an improvement compared with the pre-cycle findings. As presented in Table 2, the total student score increased to 1,935, and the class average reached 74.42. Twelve students achieved the minimum mastery criterion, representing 46.15% of the class, while 14 students remained below the required standard.

Table 2. Cycle I Students' Learning Achievement

Assessment Indicator	Result
Number of students	26
Total score	1,935
Class average	74.42
Highest score	85
Lowest score	62
Minimum mastery criterion	75
Students achieving mastery	12 (46.15%)
Students not achieving mastery	14 (53.85%)

Although the assessment results indicated improvement, the proportion of students achieving mastery had not yet reached the predetermined success criterion of 75%. Consequently, the intervention was continued into Cycle II.

Student Activity Observation

Observation during Cycle I focused on eight aspects of student activity, including attention to teacher explanations, participation in group discussions, peer assistance, individual quiz

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performance, responses to team recognition, learning enthusiasm, classroom discipline, and willingness to ask questions or express opinions. The observation results are presented in Table 3.

Table 3. Student Activity Observation in Cycle I

Observed Aspect	Score	Category
Attention to teacher explanations	3	Good
Active participation in discussions	2	Fair
Assistance among group members	3	Good
Independence in completing individual quizzes	3	Good
Enthusiasm toward team recognition	3	Good
Learning enthusiasm	3	Good
Discipline during learning activities	3	Good
Willingness to ask questions or express opinions	2	Fair
Total	**22**	
Percentage	**68.75%**	**Good**

The observation score reached 22 out of a maximum possible score of 32, equivalent to 68.75%, which was categorized as good. However, active participation in group discussions and willingness to ask questions or express opinions remained at the fair level. These findings indicated that although students had begun adapting to collaborative learning, their participation was not yet equally distributed across the classroom.

Teacher Activity Observation

Teacher activity was also observed to evaluate the implementation of the STAD learning stages. The assessment covered ten aspects, including the explanation of learning objectives, group formation, class presentation, group guidance, individual assessment, calculation of improvement scores, team recognition, time management, classroom management, and learning reflection.

Table 4. Teacher Activity Observation in Cycle I

Observed Aspect	Score	Category
Explanation of objectives and motivation	4	Very Good
Formation of heterogeneous groups	3	Good
Clarity of class presentation	3	Good
Guidance during group activities	3	Good
Administration of individual quizzes	3	Good
Calculation of individual improvement scores	3	Good
Recognition of team achievement	3	Good
Time management	3	Good

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Observed Aspect	Score	Category
Creation of a conducive classroom environment	3	Good
Reflection and lesson conclusion	3	Good
Total	**31**	
Percentage	**77.50%**	**Good**

The teacher activity observation reached 31 out of a maximum possible score of 40, equivalent to 77.50%, categorized as good. The highest score was obtained for explaining the learning objectives and motivating students. The other observed aspects received good ratings, indicating that the teacher had implemented the main STAD activities, although several instructional aspects still required improvement.

Reflection on Cycle I

The reflection stage identified several aspects requiring attention before the next intervention cycle. Although the class average had increased from 63.12 in the pre-cycle to 74.42 in Cycle I, only 46.15% of students had achieved the minimum mastery criterion. Student participation in discussions and their willingness to ask questions also remained limited. Based on these findings, the researchers identified the need to improve time management, provide more evenly distributed guidance to learning groups, and introduce more varied forms of team recognition. These adjustments were incorporated into the planning of Cycle II to strengthen student participation and improve learning outcomes.

Results of Cycle II

Cycle II was conducted over two instructional meetings on August 8 and 9, 2026, with each meeting allocated 2 × 30 minutes. The learning material focused on reading and writing Surah An-Nas. The intervention continued to use the STAD model while incorporating improvements identified during the reflection stage of Cycle I. The planning stage included more detailed time allocation, additional guidance for groups experiencing difficulties, and more varied team recognition through group achievement titles and verbal appreciation. The teacher also adjusted group compositions to provide additional support to students who had experienced difficulties during the previous cycle.

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During the first meeting, the teacher introduced the learning objectives and presented the material on Surah An-Nas in a more structured manner. Students worked collaboratively using group worksheets while receiving guidance from the teacher. The second meeting continued with group practice in writing the complete Surah An-Nas and identifying its tajwid rules. Each group presented its work, followed by an individual quiz and the calculation of individual improvement scores. Team recognition was then provided based on group achievement. The Cycle II assessment results indicated further improvement in students' Qur'anic literacy achievement. As shown in Table 5, the total score increased to 2,121, and the class average reached 81.58. Twenty students achieved the minimum mastery criterion of 75, representing 76.92% of the class. The remaining six students did not reach the required standard.

Table 5. Cycle II Students' Learning Achievement

Assessment Indicator	Result
Number of students	26
Total score	2,121
Class average	81.58
Highest score	90
Lowest score	70
Minimum mastery criterion	75
Students achieving mastery	20 (76.92%)
Students not achieving mastery	6 (23.08%)

The results demonstrated that the class average had exceeded the minimum mastery criterion and that the proportion of students achieving mastery had surpassed the predetermined target of 75%. Accordingly, the research was concluded at Cycle II.

Student Activity Observation

Student activity during Cycle II was evaluated using the same eight observation aspects applied in Cycle I. The results are presented in Table 6.

Table 6. Student Activity Observation in Cycle II

Observed Aspect	Score	Category
Attention to teacher explanations	3	Good
Active participation in discussions	3	Good
Assistance among group members	4	Very Good
Independence in completing individual quizzes	4	Very Good

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Enthusiasm toward team recognition	3	Good
Learning enthusiasm	4	Very Good
Discipline during learning activities	3	Good
Willingness to ask questions or express opinions	3	Good
Total	**27**	
Percentage	**84.38%**	**Very Good**

The observation score increased to 27 out of 32, equivalent to 84.38%, and was categorized as very good. Peer assistance, independence in completing individual quizzes, and learning enthusiasm received the highest ratings. Active participation in discussions and willingness to ask questions or express opinions also improved from fair to good. These findings indicated greater student involvement in the collaborative learning process during Cycle II.

Teacher Activity Observation

Teacher activity in Cycle II was assessed using the same ten observation aspects applied in the previous cycle.

Table 7. Teacher Activity Observation in Cycle II

Observed Aspect	Score	Category
Explanation of objectives and motivation	4	Very Good
Formation of heterogeneous groups	3	Good
Clarity of class presentation	4	Very Good
Guidance during group activities	3	Good
Administration of individual quizzes	3	Good
Calculation of individual improvement scores	3	Good
Recognition of team achievement	3	Good
Time management	3	Good
Creation of a conducive classroom environment	3	Good
Reflection and lesson conclusion	3	Good
Total	**32**	
Percentage	**80.00%**	**Good**

The teacher activity score increased to 32 out of 40, equivalent to 80.00%, remaining within the good category. Improvements were particularly evident in the clarity of the class presentation, which increased from good to very good. The teacher also maintained very good performance in explaining learning objectives and providing motivation.

Reflection on Cycle II

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The reflection on Cycle II indicated that the intervention had achieved the predetermined learning target. The class average increased to 81.58, while 76.92% of students achieved scores of at least 75. Student activity also improved to 84.38%, categorized as very good, while teacher activity reached 80.00%, categorized as good. Nevertheless, six students had not achieved the minimum mastery criterion by the end of Cycle II. Their assessment results indicated that they continued to experience learning difficulties across the research stages. Although limited concentration and attention were considered possible contributing factors during classroom observation, the available data were insufficient to establish these factors as the definitive causes of their learning difficulties. Since the predetermined class-level success criterion had been achieved, the classroom action research was concluded at Cycle II.

Summary of Learning Achievement and Classroom Activity

To provide an overall view of the intervention outcomes, student achievement and classroom activity across the research stages are summarized in Tables 8 and 9.

Table 8. Comparison of Students' Learning Achievement Across Research Stages

Indicator	Pre-Cycle	Cycle I	Cycle II
Total score	1,641	1,935	2,121
Class average	63.12	74.42	81.58
Highest score	80	85	90
Lowest score	35	62	70
Students achieving mastery	6	12	20
Students not achieving mastery	20	14	6
Mastery percentage	23.08%	46.15%	76.92%

Table 8 shows a consistent increase in students' learning achievement across the three research stages. The class average increased from 63.12 in the pre-cycle to 74.42 in Cycle I and 81.58 in Cycle II. The number of students achieving mastery also increased from six to 12 and subsequently to 20 students. The proportion of students achieving mastery rose from 23.08% to 46.15% and finally reached 76.92%.

Table 9. Comparison of Teacher and Student Activity

Observation Component	Cycle I	Cycle II
Teacher activity	77.50% (Good)	80.00% (Good)
Student activity	68.75% (Good)	84.38% (Very Good)

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Table 9 indicates improvements in both teacher and student activity between the two intervention cycles. Teacher activity increased by 2.50 percentage points, while student activity increased by 15.63 percentage points. The more substantial improvement in student activity was reflected in greater participation in discussions, peer assistance, and willingness to communicate during learning activities.

DISCUSSION

Improvement in Students' Qur'anic Literacy Achievement through STAD

The findings demonstrate a consistent improvement in students' Qur'anic literacy achievement following the implementation of the STAD cooperative learning model. The class average increased from 63.12 in the pre-cycle to 74.42 in Cycle I and 81.58 in Cycle II. Similarly, the proportion of students achieving the minimum mastery criterion increased from 23.08% to 46.15% and finally to 76.92%. This pattern indicates that students' learning achievement improved progressively throughout the classroom action research. The initial findings suggest that the teacher-centered instructional approach provided limited opportunities to address differences in students' prior abilities (Halimah, 2023; Muid, 2022; Putri et al., 2024). Collective recitation allowed students to participate simultaneously, but it did not necessarily ensure that each student could pronounce Arabic letters accurately or apply tajwid rules independently. Similarly, individual copying activities did not provide sufficient opportunities for students to discuss difficulties related to letter connections and the placement of harakat. These conditions help explain why a substantial proportion of students had not achieved the minimum mastery criterion during the pre-cycle assessment.

The implementation of STAD introduced a more interactive learning environment through heterogeneous grouping and collaborative practice. Students were given opportunities to discuss the learning material, exchange explanations, practice Qur'anic reading and writing, and receive assistance from their peers (Djubaedi et al., 2022). Such activities provided additional opportunities for students to engage with the learning material beyond teacher-led explanations. The individual quiz component also maintained individual accountability, as each student was

required to demonstrate personal understanding rather than relying exclusively on the performance of the group. The improvement observed in Cycle I suggests that the introduction of collaborative learning was associated with better student achievement. However, the mastery percentage of 46.15% remained below the predetermined target. This indicates that the initial implementation of STAD did not immediately resolve all learning difficulties. Students required time to adapt to group-based learning, while the teacher needed to improve the distribution of guidance and the management of instructional time.

Further improvements were observed in Cycle II after adjustments were made based on the previous reflection. More structured time management, additional assistance for groups experiencing difficulties, and varied forms of team recognition were incorporated into the instructional process. These adjustments coincided with an increase in the class average to 81.58 and a mastery percentage of 76.92%. The findings suggest that the effectiveness of the intervention was associated not only with the adoption of STAD but also with the continuous refinement of its classroom implementation. Nevertheless, the results should be interpreted within the scope of classroom action research. The improvement represents a positive change observed during the intervention in one class of 26 students. It does not, by itself, establish that STAD was the sole cause of the improvement or demonstrate that the same results would necessarily occur in other educational settings.

Changes in Students' Participation and Collaborative Learning

An important finding of this study is the improvement in students' classroom participation during the implementation of STAD. Student activity increased from 68.75% in Cycle I to 84.38% in Cycle II. Although the overall observation category in Cycle I was already good, the detailed observation results revealed that active discussion and willingness to ask questions or express opinions remained relatively limited. Both aspects received a score of 2, indicating that students were still adapting to the collaborative learning environment. The improvement in these aspects during Cycle II suggests that repeated opportunities for group interaction helped students become more involved in classroom activities. Students became more willing to participate in discussions, contribute to group presentations, and communicate their understanding of the learning material.

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This development is relevant to Qur'anic literacy instruction because reading and writing skills require repeated practice, feedback, and opportunities to identify and correct errors.

Peer assistance also became more prominent during Cycle II, receiving the highest observation score. This finding is consistent with the purpose of heterogeneous grouping in STAD, which provides opportunities for students with stronger initial competencies to support classmates who experience learning difficulties. Through collaborative practice, students can receive explanations and immediate assistance from peers while reinforcing their own understanding by explaining the material to others (Mizani, 2022; Muhaemin et al., 2023; Patimah et al., 2022). The individual quiz component further complemented collaborative learning by ensuring that students remained responsible for their own achievement. The observation results showed that students demonstrated very good independence in completing individual quizzes during Cycle II. This suggests that collaborative activities did not entirely replace individual learning responsibility. Instead, group learning and individual assessment were implemented as complementary elements of the instructional process. The increase in student activity from Cycle I to Cycle II therefore indicates that the intervention was accompanied by improvements in classroom participation and peer interaction. However, the observation data reflect general classroom behavior and do not establish that every student experienced the same level of improvement.

Implementation of STAD and the Role of Instructional Improvement

The implementation of STAD in this study involved class presentations, heterogeneous team formation, collaborative learning, individual quizzes, individual improvement scores, and team recognition. These components were incorporated into the instructional activities across both intervention cycles. The observation findings indicate that the teacher was generally able to implement the planned learning activities, with teacher activity increasing from 77.50% in Cycle I to 80.00% in Cycle II. The relatively high teacher activity score in Cycle I indicates that the main stages of STAD had been introduced from the beginning of the intervention. Nevertheless, the reflection process identified several aspects requiring improvement, particularly time management, the distribution of guidance among groups, and the provision of team recognition. These aspects were important because collaborative learning requires sufficient time for students

to practice, discuss, and receive feedback. Without adequate instructional management, some groups may receive more assistance than others, potentially creating differences in learning opportunities.

The adjustments implemented in Cycle II addressed these issues by establishing more detailed time allocations, providing additional assistance to groups experiencing difficulties, and introducing more varied forms of team recognition. The improvement in the teacher activity score and the increase in student participation suggest that these adjustments supported a more organized learning process. The teacher observation results also show that the clarity of class presentations improved from a score of 3 to 4. This improvement is particularly relevant because the presentation stage provides the foundation for subsequent group activities. Clear explanations of letter articulation, tajwid rules, and Arabic writing conventions help students establish an initial understanding before practicing the material collaboratively (Mahmud, 2023). The findings suggest that STAD implementation should not be regarded as a single instructional procedure that automatically produces improved outcomes. Its classroom application requires appropriate planning, effective time management, balanced teacher guidance, and consistent implementation of individual accountability and team recognition. The reflection stage of classroom action research was therefore important in identifying instructional weaknesses and informing improvements in the subsequent cycle.

Remaining Learning Difficulties and Implications for Qur'anic Literacy Instruction

Despite the overall improvement, six students had not achieved the minimum mastery criterion by the end of Cycle II. Their scores remained below 75, indicating that the intervention had not produced the same level of achievement for all participants. This finding highlights the importance of considering individual learning differences when implementing cooperative learning in Qur'anic literacy instruction. The remaining difficulties may require more specific instructional support, particularly in reading fluency, accurate pronunciation of Arabic letters, application of tajwid rules, and the formation of connected Arabic letters with appropriate harakat. However, the available assessment data present overall BTQ scores and do not provide separate achievement results for each of these four indicators. Consequently, it is not possible to determine

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precisely which competency contributed most to the remaining difficulties or which specific skill was most improved. The classroom observations identified limited concentration and attention as possible concerns among some students. Nevertheless, these observations alone are insufficient to establish individual affective factors as the definitive explanation for their assessment results. Further diagnostic assessment and individual interviews would be necessary to identify the specific difficulties experienced by these students.

From an instructional perspective, the findings suggest that cooperative learning should be complemented by targeted individual assistance. Students who have not achieved the expected standard may benefit from additional guided reading practice (Cheung et al., 2024; Fridaram et al., 2020; Nu'man et al., 2021; Nur, 2018; Nurhasanah & Yarmi, 2023), focused exercises in makhraj and tajwid, and structured writing activities. Such support would enable teachers to respond more directly to individual learning needs while maintaining the collaborative learning environment established through STAD. Overall, the findings indicate that STAD was associated with improved Qur'anic literacy achievement and classroom participation among the eighth-grade students involved in this study. The progressive improvement across the pre-cycle, Cycle I, and Cycle II demonstrates the potential of structured cooperative learning to support Qur'anic reading and writing instruction. At the same time, the remaining learning difficulties emphasize the need for differentiated assistance and more detailed assessment of individual competencies.

CONCLUSION

This study demonstrates that the Student Teams Achievement Division (STAD) cooperative learning model can be implemented as an instructional approach to improve Qur'anic reading and writing learning among eighth-grade students at MTs Nurul Amal Menes. The implementation was conducted through two classroom action research cycles, each involving class presentations, heterogeneous group formation, collaborative learning, individual quizzes, individual improvement scores, and team recognition. Reflection after Cycle I informed several instructional improvements in Cycle II, particularly in time management, group guidance, and team recognition. These adjustments contributed to a more organized learning process and increased student

participation. Students' Qur'anic literacy achievement showed progressive improvement throughout the research. The class average increased from 63.12 in the pre-cycle to 74.42 in Cycle I and 81.58 in Cycle II. Similarly, the proportion of students achieving the minimum mastery criterion of 75 increased from 23.08% to 46.15% and reached 76.92% in Cycle II. Student activity also improved from 68.75% in Cycle I to 84.38% in Cycle II, while teacher activity increased from 77.50% to 80.00%. These findings indicate that the implementation of STAD was associated with improvements in learning achievement, classroom participation, and collaborative interaction. The research therefore achieved its predetermined success criterion of at least 75% student mastery and was concluded after Cycle II.

Despite these improvements, six students had not achieved the minimum mastery criterion by the end of the intervention. This finding highlights the importance of providing additional individualized support to accommodate differences in students' learning abilities, particularly in Qur'anic reading fluency, pronunciation, tajwid application, and writing accuracy. The study suggests that STAD can serve as a useful instructional alternative for Qur'anic literacy learning by combining peer support with individual learning accountability. However, the findings are limited to one class of 26 students and should be interpreted within the context of classroom action research. Future studies may involve larger and more diverse groups of students, longer intervention periods, and separate assessments of reading and writing competencies to provide a more detailed understanding of the effectiveness and broader applicability of STAD in Qur'anic literacy education.

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