



The Effectiveness of the Integrated Student Teams-Achievement Divisions Learning Method with Active Practice in Improving Cognitive Learning Outcomes of Akhlak Lesson for 10th Grade at SMA Labschool Rawamangun

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ABSTRACT

This research originated from field findings indicating that student learning outcomes had not reached the mastery level, students experienced difficulty understanding the subject of *Akhlak*, specifically the theme of avoiding *Akhlak Mazmumah* or disgraceful morals, and the use of teaching methods that were less appropriate or innovative. Consequently, this study aims to examine the effect of implementing the Student Teams-Achievement Divisions learning method based on active practice during the learning process in improving the cognitive learning outcomes of 10th-grade students in the *Akhlak* subject during the first semester at SMA Labschool Rawamangun. The method used in this research utilized a quantitative approach of the quasi-experimental type with a non-equivalent control group design using a purposive sampling technique. The research sample consisted of 20 students in the experimental class and 15 students in the control class. The research results using the Mann-Whitney U test indicated a significant difference between the learning outcomes of students who received the STAD method treatment integrated with active practice and those without treatment using the direct instruction method commonly used by teachers, with a Sig. (2-tailed) value of $0.000 < 0.05$. Strengthened by the N-Gain test results, where the experimental class score was $0.65 > 0.30$, categorized as medium with an interpretation of moderately effective, and the control class score was $0.28 < 0.30$ categorized as low with an interpretation of ineffective. Therefore, H1 is accepted and H0 is rejected, providing treatment using the STAD method integrated with active practice in the experimental class is more effective and has a significant effect in improving students' cognitive learning outcomes compared to the method commonly used by teachers, namely direct instruction in the control class.

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Introduction

The essence of learning outcomes is the culmination of a process of behavioral change that occurs consciously and continuously due to interaction with the environment (Syah M, 2010). In the educational context, particularly in the cognitive domain, learning outcomes reflect students' intellectual capacity to understand, process, and reconstruct information into new knowledge (Anderson, 2001). In the subject of Islamic Religious Education, specifically the *Akhlak* element, it

has a crucial role as a foundation and one of the strategic instruments in the character formation of the younger generation (Hasibuan et al., 2023). This is because learning focuses not only on the transfer of religious knowledge but also on the instillation of Islamic moral and ethical values (Maulida et al., 2025). The same applies to cognitive mastery in PAI because, without a cognitively complete conceptual understanding, the practice of religious values risks being erroneous and meaningless.

However, challenges arise in the Akhlak material, specifically the theme of Avoiding Akhlak Mazmumah: Diseases of the Heart, due to its abstract and complex characteristics (Hata, 2023). The observations finding indicate that PAI learning tends to use teacher-centered methods. Teachers dominate by instructing students. Although learning is conducted in groups, student assessment is not based individually, thereby obscuring their intensive understanding results. Consequently, students tend to be passive, and cognitive processes are limited to the remembering level, whereas the curriculum demands analytical skills to identify the risk of diseases of the heart in daily life. During observation, low student learning outcomes were found, specifically 2 out of 3 students were unable to answer the difference between *riya* and *sum'ah* in the formative assessment of akhlak lessons. Findings in student report cards also indicated they had not achieved mastery learning. This low student involvement results in the stagnation of student cognitive learning outcomes, and low cognitive learning outcomes are not just caused by conventional methods, however inappropriate methods also serve as a trigger. Therefore, an appropriate method is required in the learning process (Azani et al., 2024).

To bridge this cognitive gap, an intervention of learning models and methods is needed that is capable of improving student scores to reach mastery learning and allowing students to participate actively. In the context of the research location at a leading school, Teachers are expected to develop innovation and creativity in the learning process (Al-Karim & Fauzi, 2025). For example, by using learning models and methods that adapt to student characteristics. One potential model is Student Teams-Achievement Divisions (Coded as STAD). In cooperative learning, the focus is on interaction and collaboration among students so they can motivate and care for each other in understanding learning material with the goal of achieving their best results (Yuniarti, 2019). Collaboration for Akhlak material can be integrated with Active Practice, which requires students not only to discuss but also to practice situations related to diseases of the heart, thereby strengthening conceptual understanding in depth. The combination of social interaction through STAD, direct experience through active practice, the implementation of individual quizzes, and rewards as team recognition is expected to stimulate students' cognitive structures more optimally compared to conventional learning.

Previous research regarding significant improvements in student learning outcomes using the STAD method by (Fadilah et al., 2024) is seen from the increase in average evaluation test scores in each cycle. In the first cycle, it was 63.16%; in the second cycle, it increased to 73.68%; and in the third cycle, it further increased to 89.47%. Supported by (Yusuf et al., 2015), whose research found that teachers' experience in modifying five out of nine original STAD procedures, such as the quiz method and team member roles, was due to time efficiency and school facility limitations. This modification proved effective in increasing students' average scores from below the KKM 66 to above the KKM 70. This proves that integration is needed in the implementation of the STAD method, such as the use of technology or integrating STAD with Active Practice, to be more adaptive to the needs of students at SMA Labschool. The application of the STAD method is expected to have a significant positive impact on students' cognitive learning outcomes in Akhlak material. This aligns with empirical findings (Bahrun et al., 2019), which proved that the experimental group taught using the STAD method achieved a significantly higher adjusted mean of 91.24 compared to the control group's 67.87 in the subject of Islamic Education.

To establish a robust theoretical foundation, recent scholarship emphasizes the critical shift from conventional teacher-centered methods to cooperative learning models in Islamic Religious Education. Empirical evidence demonstrates that cooperative strategies significantly enhance both student motivation and cognitive learning outcomes by fostering active engagement and collaborative problem-solving (Septiana & Khadijah, 2025). Furthermore, in the specific context of *Akidah Akhlak*, the implementation of cooperative frameworks has been statistically proven to yield substantial improvements in students' academic achievements compared to conventional learning models (Rofi'ah et al., 2023). Beyond cognitive gains, recent studies highlight that the success of cooperative learning profoundly depends on the teacher's role as an active facilitator to internalize moral character and ethical values during group interactions (Herdiansyah & Kosasih, 2025). While previous studies have validated various cooperative models for general cognitive and moral development (Herdiansyah & Kosasih, 2025), the specific integration of the Student Teams-Achievement Divisions method combined with Active Practice tailored to internalize complex and abstract behaviors like avoiding *Akhlak Mazmumah* (diseases of the heart) in high school settings has not been extensively explored. This study addresses this gap by combining STAD's structural collaboration with direct behavioral rehearsal to provide a novel and holistic approach in moral education.

Based on problem identification, the limitations of this research are the cognitive learning outcomes of Grade X students in Akhlak lessons with the theme of avoiding diseases of the heart, extravagance, Riya (Flexing), Takabbur (arrogance), and Hasad (envy) at SMA Labschool Rawamangun in the 2025/2026 academic year. The problem formulated in this research is to answer how the STAD method treatment is implemented in the experimental class and whether there is an influence of the STAD learning method in improving students' cognitive learning outcomes. The proposed hypotheses are: H1, there is a significant influence of the application of the Student Teams-Achievement Divisions method integrated with active practice in improving cognitive learning outcomes of Grade 10 students at SMA Labschool Rawamangun; and H0, there is no significant influence of the application of the Student Teams-Achievement Divisions method integrated with active practice in improving cognitive learning outcomes of Grade 10 students at SMA Labschool Rawamangun. However, is the specific amount of increase and decrease in scores experienced by students in each group discussed further? This is what will be deepened in this article.

Research Methods

This research utilizes a quantitative approach with a quasi-experimental type using a non-equivalent control group design. The quasi-experimental design is used to test causality relationships similar to true experiments (Rasyid, 2022). There are two sample classes: the experimental class which receives treatment, and the control class without treatment, which typically utilizes direct instruction (Isnawan, 2020). The research population involved all 10th-grade students, with a sample totaling 35 students, consisting of 20 students in the experimental class and 15 students in the control class. The sampling technique used was non-probability in the form of purposive sampling because not all students could serve as research samples (Sugiyono, 2013); students meeting the criteria of being Muslim and able to participate in the entire research series were selected as the research sample. Specifically, Class X-E and X-A were selected because they demonstrated homogeneous academic performance in the previous semester's Islamic Studies assessment, ensuring that the initial cognitive baseline was comparable. The selection was also based on the recommendation of the supervising teacher to minimize disrupting other classes with significant schedule disparities.

The data sources were collected from the results of the Pre-Test and Post-Test. Other data sources include students to assess the success of the learning implementation conducted by the

teacher, various articles related to the effectiveness of the STAD method, as well as documentation related to the research process and students' daily scores. The research instruments utilized included teaching modules as lesson plans, 20 HOTS-based multiple-choice questions to measure students' cognitive learning outcomes, 5 quiz questions, and observations using a learning implementation sheet to determine the success of the STAD method application. The instruments created are tested for validity and reliability to determine their validity when used. Before conducting the statistical validity test, the instrument underwent Content Validity assessment through Expert Judgment, involving a senior lecturer in Islamic Education to validate the material depth and to ensure the construct of the HOTS questions aligned with Anderson & Krathwohl's taxonomy. Revisions were made based on their qualitative feedback before the instrument was tested on students. Data obtained in an experiment must be reliable (Bakar, 2021). The mechanism involves a pre-test, treatment in the experimental class, and a post-test.

The Data analysis began with data processing and testing for classical assumptions of normality and homogeneity to determine if the data is normally distributed and the variances are equal. If the data is normally distributed and homogeneous with a criteria value > 0.05 , then hypothesis analysis proceeds using parametric statistics such as the paired sample t-test and ANOVA. However, if the data does not pass the classical assumption tests, the analysis proceeds with alternative tests using non-parametric statistics, specifically the Wilcoxon signed-rank test and the Mann-Whitney U test. Subsequently, an N-Gain Score test is conducted to examine the effectiveness of the treatment.

Result and Discussion

The Relevance of Student Teams-Achievement Divisions Cooperative Learning Model Integrated with Active Practice

According to (Slavin, 2008), the cooperative learning model increases student achievement if it incorporates two key elements: group goals and individual accountability. The STAD mechanism, according to (Slavin, 1995), cited in (Yusuf et al., 2015) states that "STAD has five major components, namely class presentation, team study, individual quizzes, individual improving scores, and team recognition." Cooperative acts as its model with a student-centered approach in the form of collaboration, and Student Teams-Achievement Divisions acts as its specific method.

Meanwhile, active learning constitutes the theoretical framework of active practice; (Bonwell & Eison, 1991) define it as any form of learning that requires students to perform active activities within domains such as group discussion, problem-solving, project work, and reflective writing. It is a concept that involves the cognitive, affective, and psychomotor abilities of learners through various activities that encourage them to think critically, collaborate, solve problems, and reflect on what they have learned (Hunain et al., 2022). This is because if learning is oriented only toward rote memorization and repetition without emotional involvement, it tends not to leave a deep impression, whereas an active approach can awaken students' self-awareness more authentically (Jannah, 2019). According to (Mendrofa et al., 2024), one effective form of active learning strategy in PAI is involving students in brainstorming activities regarding a religious concept related to their lives based on guided discussion.

Procedurally, students cognitive improvement occurs through the systematic stages of STAD. The team study and individual quizzes stages become the main points where Active Practice is implemented. In this phase, students do not merely receive information passively but are involved in team discussions to solve problems related to *Akhlak* material. When SMA Labschool students discuss and reflect on *Akhlak* material in their STAD groups, they are activating both their cognitive and affective domains. In this research, *Akhlak's lesson* does not stop at the memorization

of definitions but is linked to the reality of students' lives through the mechanism of STAD team discussions and practice.

The Domain of Learning Outcomes

According to Bloom (1956) in Rupani & Bhutto (2011), learning outcomes are divided into cognitive, affective, and psychomotor domains. The cognitive domain relates to intellectual elements such as thinking abilities ranging from LOTS to HOTS. The affective domain relates to attitudes, feelings, and emotions. Meanwhile, the psychomotor domain relates to actions possessed by students after learning. This research focuses on the cognitive domain with the six levels of Bloom's Taxonomy revised by Krathwohl, including: C1 Remembering as the basic level such as knowing definitions, C2 Understanding such as students comprehending the meaning of a concept, C3 Applying by implementing understood concepts, C4 Analyzing by understanding concepts in depth, C5 Evaluating such as being able to assess the quality of a concept, and C6 Creating as the highest level, for example, students realizing ideas they have created.

Learning success is influenced by internal and external factors. Internal factors include innate psychological aspects such as intelligence, attitude, habits, interest, needs, motivation, emotion, and self-adjustment (Varera & Jarusalem, 2018). Meanwhile, external factors originate from outside the student, such as varying family methods and support. Clark in Alfarisi & Sulaeman (2025) states that 70% of student learning outcomes in school are influenced by their ability and 30% are influenced by the environment.

The measurement of learning outcomes begins with constructing test items that align with indicators based on learning achievements and learning objectives for the Akhlak's (Moral) lesson, Chapter 3, Grade 10, first semester. Before the questions were administered to the students, a validity test was first conducted to determine the accuracy of the constructed instrument based on a statistical Sig. (2-tailed) < 0.05, with the criteria that the calculated r is greater than the r -table value of 0.258.

Figure 1. Validity Statistics

Case Processing Summary			
		N	%
Cases	Valid	58	100.0
	Excluded ^a	0	.0
	Total	58	100.0
a. Listwise deletion based on all variables in the procedure.			

The statistical test results with 58 respondents were overall valid with a significance level of <0.05, thus the 20 HOTS questions were declared valid and can be used. Afterward, they were retested to determine the consistency of measurements based on repeated sampling of a sample or population (Price, 2017). The following are the results of the reliability test:

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
0.839	20

The results of the reliability test showed that Cronbach's alpha for 20 items was 0.839 > 0.800, which is categorized as highly reliable according to Guilford (1956). Then the instrument was valid to be given to students as a test.

Implementation of Diagnostic Tests (Pre-Test)

The pre-test was given after the researcher tested the instrument based on expert validation and statistical data using IBM SPSS 26. The pre-test was administered at the first meeting on Friday, September 26, 2025 to 20 students of class X-E before discussing the moral lesson material. The following data was obtained from the results of the pre test of students before receiving treatment:

Table 2. Pre-Test Results

Class (Group)	Highest	Lowest	Average
Experiment Class with STAD Method	100	60	85
Control Class with Direct Instruction (Teacher Centered)	95	55	79

The average results indicate that the starting points of both classes were equivalent and did not differ significantly, namely 85 in the experimental class and 79 in the control class, with a difference of only 6 points and falling into the medium category. It was found that the basic knowledge of several students in both classes was already adequate because the *akhlak*'s lesson relates to the *aqidah* material in Chapter 2, which discusses the branches of faith. However, in both classes, there were students whose scores were still low, specifically 60 and 55, necessitating an improvement in their learning outcomes. These findings actually reinforce the urgency of the Integrated STAD with Active Practice method. As stated by (Bloom, 1976), the success of mastery learning depends heavily on corrective procedures, suggesting that the use of small groups of students to assist one another (the core of the STAD method) is effective in motivating students to undertake such improvements. This was further reaffirmed by (Kulik et al., 1990), who noted that group-based mastery effects (such as STAD) produce higher effects compared to self-paced ones. The strongest mastery learning findings were obtained by low-ability students, whose standard deviation reached 0.61, an increase compared to high-ability students at 0.40.

This implies that the STAD method functions as a peer-based corrective mechanism recommended by Bloom to ensure that low-achieving students attain maximum mastery. Therefore, this argument necessitates that improved learning outcomes apply not only to students with low scores; rather, students with already high scores also require intervention so that their learning outcomes can be further enhanced and their consistency observed.

The Treatment

The first meeting was held on Friday, September 26, 2025, in the experimental class from 07:45 to 09:15. The activity began with greetings, prayer, and apperception of the *akhlak*'s lesson with previous learning. The first step of cognitive measurement was carried out by pre-test as a diagnostic test to determine the students' basic knowledge before the treatment. Afterward, proceeding to the core activity, the teacher explained the material and divided heterogeneous groups based on the STAD syntax. The steps are as follows:

Table 3. Syntax of STAD Method

Steps	Activity
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1. Class Presentation by Teacher	1. The teacher explains the <i>akhlak's</i> lessons.
2. Student Teams	2. The teacher divides students into heterogeneous groups consisting of 4-5 students to discuss.
3. Individual Quiz	3. Students complete individual quizzes, during which group members are not allowed to assist their groups.
4. Individual Improvement Scores	4. The quiz results are calculated for their improvement scores using the guidelines to determine the improvement points: More than 10 points below base score (0 points), 10 points below to 1 point above base score (10 points), Base score to 10 points above base score (20 points), More than 10 points above base score (30 points), and Perfect paper irrespective of base score (30 points).
5. Team Recognition	5. The teacher provides rewards to students who have the best improvement quiz scores with the categories: Team Average Award 15 – 19 points (Good team), 20 - 24 points (Great team), and 25 – 30 points (Super team).

The second treatment was held on Friday, October 3, 2025, with the learning implementation following the STAD syntax. However, what differentiated it was the placement of active practice that was more emphasized in this meeting, where students presented and practiced things directly related to behaviors that reflect diseases of the heart in *akhlak's* lesson accompanied by case studies and impact for avoiding it. In this case, students' cognitive abilities would be internalized into their daily lives. Finally, the third meeting was held on Friday, October 10, 2025, with the learning implementation following the STAD syntax and given a post-test to determine the final results of students after the STAD treatment.

Summative Test Implementation (Post-Test)

The final test was administered on Friday, October 10, 2025, in the experimental class. Throughout the process, from the first to the third meeting, students repeatedly took quizzes covering the moral subtopic in the experimental class. The following are the expected learning outcomes:

Table 4. Post-test Results

Class (Group)	Highest	Lowest	Average
Experiment Class with STAD Method	100	90	97
Control Class with Direct Instruction (Teacher Centered)	100	80	88.3

The results showed an improvement in learning outcomes, with the highest score in both classes reaching 100, while the lowest score was 90 in the experimental class and 80 in the control class. The average score in the experimental class was 97 and in the control class 88.3. This indicates that the STAD treatment successfully increased students' scores from a low of 60, surpassing those in the teacher-centered control class.

Prerequisite Analysis Testing

The following table shows the results of the prerequisite analysis test to determine the distribution and variance of learning outcomes:

Table 5. Normality Test Results

	Class (Group)	N	Shapiro-Wilk Test Results (Sig)
Pre-Test	Experiment Class	20	0.066
	Control Class		0.014
Post-Test	Experiment Class	15	0.000
	Control Class		0.084

Statistical data indicates that the Control Class Pre-Test with a Sig. of $0.014 < 0.05$ and the Experimental Class Post-Test with a Sig. of $0.000 < 0.05$ are not normally distributed. Subsequently, a homogeneity test was conducted to observe the equality of variances; the following table of results:

Table 6. Homogeneity Test Results

		Levene's Statistic	Sig
Pre-Test	Based on Mean	4.307	0.046
Post-Test	Based on Mean	9.397	0.004

The Levene test data results indicate a Sig. of 0.046 and $0.004 < 0.05$. Therefore, it is concluded that the variances between classes are not homogeneous. Since both data do not pass the analysis prerequisites, hypothesis testing is carried out using non-parametric statistics..

Hypothesis Testing

Hypothesis testing is carried out to address the formulated research problems. The analysis using non-parametric statistics results in the following table:

Table 7. Wilcoxon Signed Ranks Test Results

Class (Group)	Ranks	N	Asymp. Sig (2-tailed)
Experiment Class	Negative Ranks	1	0.000
	Positive Ranks	16	
	Ties	3	
	Total	20	
Control Class	Negative Ranks	0	0.016
	Positive Ranks	7	
	Ties	8	
	Total	15	

In the experimental class, there were 16 students whose scores increased, 3 students whose scores remained constant, and 1 student whose score decreased. The analysis of the student whose score decreased shows a decline from 95 to 90, with an error on the same question regarding an example of *sum'ah* behavior in charitable acts. Meanwhile, in the control class, there were no students whose scores decreased, 7 students whose scores increased, and 8 students whose scores

remained constant. This indicates that the teacher-centered method failed to improve understanding for the majority of the students. Subsequently, a determinant test to ascertain whether or not there is an influence using the Mann-Whitney U test, with the results presented in the following table:

Table 8. Mann-Whitney U Test Results

Mann-Whitney U	43.000
Wilcoxon W	163.000
Z	-3.699
Asymp. Sig (2-tailed)	0.000
Exact Sig. [2*(1-tailed Sig.)]	0.000

The results are observed in the Asymp. Sig. (2-tailed) column at $0.000 < 0.05$. Therefore, H1 is accepted and H0 is rejected, indicating there is an Effectiveness of the Integrated Student Teams-Achievement Divisions Learning Method with Active Practice in Improving Cognitive Learning Outcomes of Akhlak Lesson for 10th Grade at SMA Labschool Rawamangun. To reinforce the findings, a re-test was conducted using the gained score.

Table 9. N-Gain Data Results

Class (Group)	N	N-Gain Score	N-Gain Persen
Experiment Class with STAD Method	20	0.6579	65.7917
Control Class with Direct Instruction (Teacher Centered)	15	0.2800	28.0026

The N-gain data was statistically analyzed using IBM SPSS 26, where $N\text{-gain} < 0.3$ is categorized as low, $0.3 < N\text{-gain} < 0.7$ is categorized as medium, and $N\text{-gain} > 0.7$ is categorized as high (Hake, 1998). Regarding the interpretation according to (Hake, 1999), a percentage of 1-39% is ineffective, 40-55% is less effective, 56-75% is moderately effective, and 76-100% is effective. In the experimental class, an N-gain score of 0.65 was obtained in the medium category with an interpretation of moderately effective, while the control class obtained a score of 0.28 in the low category with an interpretation of ineffective. Lastly, students were administered a questionnaire to assess the implementation of learning. The categories for learning implementation percentage by (Supardi, 2015) as cited in (Sugiarti et al., 2023) include 5%-20% (very low), 21%-40% (low), 41%-60% (medium), 61%-80% (high), and 81%-100% (very high). The results indicated that students in the experimental class rated it at 89% as a very high category, while the control class rated it at 73% as the high category. This implies that the teacher implemented the learning steps very well and well in each class. However, in the control class, maximal readjustment is required.

The significant improvement in cognitive learning outcomes observed in this study is strongly supported by recent international literature. Quantitatively, this finding aligns with (Alim et al., 2024), who demonstrated that the STAD cooperative model effectively increases student learning outcomes and participation in Islamic Religious Education. Furthermore, the success of the STAD model in this study can be attributed to the enhancement of students' intrinsic motivation. As (Faqih et al., 2025) found, STAD significantly boosts learning motivation in Islamic studies by transforming passive class dynamics into a collaborative environment driven by peer support and teacher appreciation. Beyond cognitive and motivational gains, the affective impact of cooperative learning is equally crucial. An experimental study by (Khidr & Sabri, 2022) highlighted that while STAD may yield varying results in general academic scores across different subjects, it plays a vital role in positively changing students' attitudes and trends toward the learning process. Specifically within the context of moral education, (Saidah & Wahyuni, 2026) confirmed that STAD is highly

relevant for *Aqidah Akhlak* instruction because it facilitates not only conceptual understanding but also the internalization of social and moral values through structured peer interaction. However, this current study extends these international findings by proving that integrating the STAD method specifically with Active Practice provides the necessary psychomotor bridge. This combination ensures that high school students do not just memorize abstract moral concepts, but actively rehearse avoiding *Akhlak Mazmumah* in a controlled, collaborative setting.

Conclusion

The implementation of learning using the STAD method in the experimental class reached a percentage of 89% in the very high category, indicating that the teacher executed the learning syntax very well. Meanwhile, in the control class, the implementation percentage reached 73% in the high category. However, the teacher needs to adjust the syntax completely and more maximally in the control class. Regarding student learning outcomes, the experimental class showed a greater increase, from a pre-test average of 85 rising to a post-test average of 97, compared to the control class, which had a pre-test average of 79 to post-test average of 88.3. Subsequently, non-parametric testing was conducted using Wilcoxon signed-rank statistics to determine the ranking of student score improvements in both classes. In the experimental class, the results showed a Sig. (2-tailed) of $0.000 < 0.05$, indicating that the majority, 16 out of 20 students, experienced a positive increase in scores. Meanwhile, in the control class, the results showed a Sig. (2-tailed) of $0.016 < 0.05$, where only 7 students improved, and more than half the class, specifically 8 students, had stagnant scores.

The Mann-Whitney U hypothesis test results showed a Sig. (2-tailed) of $0.000 < 0.05$, meaning the application of the Student Teams-Achievement Divisions method with active practice has a significant effect in improving students' cognitive learning outcomes in *Akhlak* learning, Chapter 3, on the material of avoiding disgraceful morals (*akhlak mazmumah*) in the form of diseases of the heart in 10-th Grade at Labschool Senior Highschool. Reinforced by an N-Gain score of $0.65 > 0.30$ in the medium category, interpreted as moderately effective. On the other hand, learning outcomes in the control class reached an N-Gain score of $0.28 < 0.30$ in the low category, interpreted as ineffective. This indicates that the method applied in the experimental class was successful, as there was a comparison class without treatment with scores that were not higher than the class treated with the student teams-achievement divisions method.

Implications and Recommendations

The study implies that moral education should transition from teacher-centered instruction to student-centered active learning. The integration of STAD and Active Practice provides a scalable model for teachers to improve students' cognitive understanding of complex ethical issues, demonstrating that collaborative learning is effective even for affective-dominant subjects. This study suggests that the integration of STAD and Active Practice is not only effective for Islamic Education but can also be adapted for Moral or Civic Education in broader international contexts. Educators globally can utilize this hybrid model to transform abstract ethical values into concrete student behaviors, fostering better character development in the 21st-century curriculum. Future researchers should explore the integration of this modified STAD model in other branches of religious or moral education, such as *Fiqh* (Islamic Jurisprudence) or Islamic History, to verify its versatility and effectiveness across different types of learning materials.

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