The Effect of the Student Teams Achievement Division (STAD) Learning Method on Student Learning Outcomes in Citizenship Education for Grade IV students at AL Khansa Rengat Elementary School

Ningrum Melihayatri[1]✉, Udin Syaefuddin Sa'ud[2]
[1,2,3] Pendidikan Dasar, Universitas Pendidikan Indonesia
✉ ningrummelihayatri16@gmail.com

Abstract. This study aims to determine the effect of the STAD type of cooperative learning model. The method used is descriptive quantitative. Data obtained from tests and questionnaires. The source of the data from this study was a sample of 31 from the control class and 31 from the experimental class. The results of this study are that learning before using the Student Teams Achievement Division (STAD) learning model is still monotonous learning and lack of activity in class so that it affects student learning outcomes. but after applying the Student Teams Achievement Division (STAD) learning model it can be stated that it has increased. This is evidenced by Based on the calculations that have been done, the average value of the control class is 85.07 and the average value of the experimental class is 90.48. Based on these average values, it can be seen that the average experimental class = 90.48 > average control class = 85.07.

Keywords: STAD, learning model, civic education

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INTRODUCTION

Education is a process that is deliberately carried out with the sole aim of educating students. Through the educational process, individual figures will be formed as human resources who will play a major role in the nation and state development process. In education, a learning process is created to become human beings who have morals and noble character. Sajadi (2022: 36) says that in the learning process there are several related components, namely: (1) learning models (2) learning approaches, (3) learning strategies, (4) learning methods; (5) learning techniques, and (6) learning tactics.

One component in the learning process is the learning model. Sajadi (2022: 37) says the learning model is a form of learning that is illustrated from start to finish which is typically presented by the teacher in class.

Based on the results of the interviews conducted, it can be concluded that the teacher has used learning methods but has not varied. be a source of learning. Teachers pay less attention to the academic potential abilities of each student who are qualified and require different treatment. Teachers are hesitant to do group learning or discussion models because students still like to chat and play when they get together. Students who are only guided by the teacher's explanation and are still conventional so that learning becomes passive and less active, this affects student learning outcomes.

A similar problem was found in Rifanti and Astuti's research (2022: 7) teachers are still hesitant to use the group discussion method with the assumption that students are more difficult to condition if formed in groups. This is because students only joke with their friends and only take up study time. This can be seen when the teacher explains subjects that place more emphasis on giving material directly so that it affects learning outcomes that are not in line with expectations. A similar problem was also found in Astuti's research (2018: 214) where the lecture teacher explained the concepts in the textbook, students listened to the teacher's explanation, students were not taught learning strategies to understand concepts and were less motivated. It should be remembered that quality education lies in implementing quality learning and learning

assessment, so that the teacher's role in creating innovative teaching and learning processes will affect the quality of student learning outcomeSeeing the problems in the field, the teacher must have a way to make learning citizenship education easy to understand, a pleasant class atmosphere with learning methods. One of the learning models that teachers can use is the cooperative model. Dewi (2022:26) says the cooperative learning model emphasizes collaboration between students in groups. The basic principle of cooperative learning is to form small groups and teach each other to achieve common goals. Studying in cooperative groups can train students to listen to the opinions of others and summarize these opinions or findings in written form. In addition, cooperative learning can also help students improve positive attitudes towards learning Indonesian.

One model of cooperative learning is the Student Achievement Team Division (STAD). the STAD learning model in its application has an evaluation stage in the form of individual student assessments so that the teacher can determine the level of conceptual understanding and creative thinking ability of each student. Other learning methods do not have an assessment stage at the end of the learning process. Student Teams Achievement Division (STAD) learning is a type of cooperative learning that emphasizes interaction between students to motivate and help each other in mastering the material and achieving maximum achievement. Or what is called working in groups, students will be more free to ask their group mates about material that they have not mastered (Wulandari, 2022:18).

The teacher's goal by using the Student Teams Achievement Division (STAD) learning method in this citizenship education subject is to influence student learning outcomes, and also to be able to optimally involve students in discovering and understanding a concept through physical activities such as demonstrations. , observation, and active discussion so that it is hoped that there will be an increase in student learning outcomes in civics education subjects.

Setyawan, et al (2020: 239) Using various methods and models, as well as using dancing media can create effective and fun learning. This study aims to determine the effect of the student teams achievement division (STAD) learning model on student learning outcomes in civic education lessons.

METHOD

This research uses descriptive research with a quantitative approach. According to Sugiyono (2019: 13) descriptive research is research conducted to determine the value of independent variables, either one variable or more (independent) without making comparisons, or connecting with other variables. The method used in this research is the experimental method. The experimental method is a way of teaching and learning that involves students to experience, prove themselves the process and results of the experiment. Data is collected through questionnaires, documentation, and tests. The data source is class VIII students. The sample is the control class which consists of 31 people and 31 people from the experimental class.

RESULTS

The data were obtained from the results of the student questionnaire assessment which had been calculated using the product moment correlation formula with the help of Microsoft Office Exel 2010. From these data it was obtained 23 questionnaire items that met the criteria, while 7 questionnaire items did not meet the criteria because rxy was less than 0.144, namely questionnaire item number 4, 5, 13, 17, 18, 19, and 21. Then the experimental and control class data can be seen in table 1 as follows:

Table 1. Experimental and control class data

Group	The number of students	lax Value	lin Value	Average	Standard Deviation	Varians
ksperimen	1	)0	3	2,80	574	3,277
ontrol	1	)0	)	3,65	244	7,503

Based on table 1. The experimental group consisted of 31 students, the highest score was 100 and the lowest was 78, the average was 92.80, the standard deviation was 6.574 and the variance was 43.227. While the control group with a total of 31 students obtained the highest score of 100 and the lowest 80, an average of 93.65, a standard deviation of 5.244 and a variance of 27.503.

Instrument test data is used to find out what is the effect of the STAD type cooperative learning model on student learning outcomes. Analysis of the descriptive analysis of data on the results of the experimental group and control group test instruments is as follows:

Tabel 2. Statistik deskriptif

Statistik	Control Group	Experiment Group
The number of students	31	31
Average	74,1613	80,7079
Median	75	82
Mode	81	92
Varians	97,4065	100,5462
Standard Deviation	9,8695	10,0273
Min value	52	51
Maximum value	90	93
Ideal maximum score	96	96

Then proceed with the normality test used with the Liliefors technique and a significant level of 5%. The experimental group obtained an L count value of 0.1468 and an L table value of 0.1591, so it can be concluded that the data is normal, while the control group obtained an L count value of 0.1180 and an L table value of 0.1591, so it can be concluded that the data is normal.

After the normality test is fulfilled, then the homogeneity test is then carried out. The two variance homogeneity test between the experimental group and the control group was carried out by Fisher's test. The results of homogeneity calculations obtained fcount value of 1.0322. For a significance rate of 5% with a numerator dk of 30 and a denominator of 30, using the interpolation method a ftael of 1.8408 is obtained. Then fcount is less than ftable, so it can be concluded that the variances of the two data have homogeneous conditions.

After the data is tested for normality and homogeneity test, a hypothesis test is carried out. The hypothesis test used by researchers is the t-test. The t test (t-test) is used to test the hypothesis in research. The formulation of the hypothesis is as follows:

H0 : $\mu 1 \leq \mu 2$
Ha : $\mu 1 \geq \mu 2$

Tabel 3. Uji hipotesis

Constant	Unstandardized Coefficients	Standardized Coefficients	T	R SQuare	Sig
5,117	**.446**	**.667**	**4.412**	**.458**	**.000**

Based on the calculation results of the experimental group and the control group, the tcount value of 4.412 is greater than the ttable of 2.042, causing H0 to be rejected. which means that there is an effect of applying the STAD type cooperative learning model to the learning outcomes of civic education lessons. After the results showed that there were differences in mathematics learning outcomes by applying the STAD type cooperative learning model and without applying the STAD type cooperative learning model, the next step was to compare the average values of the control class with the experimental class.

Based on the calculations that have been done, the average value of the control class is 85.07 and the average value of the experimental class is 90.48. Based on these average values, it can be seen that the average experimental class = 90.48 > class average control = 85.07. Based on the calculation of the t test and comparison of the average values between the control class and the experimental class, it is concluded that there is an effect of applying the STAD type cooperative learning model to the learning outcomes of citizenship education. This means that learning in classes that use the STAD type cooperative learning model shows better results in accordance with the cooperative learning objectives proposed by Robert Slavin.

DISCUSSION

The model is defined as a conceptual framework that is used as a guide in carrying out activities. Dewi (2022:26) says cooperative learning methods emphasize collaboration between students in groups. The basic principle of cooperative learning is to form small groups and teach each other to achieve common goals.

Cooperative learning is a learning approach that focuses on using small groups of students to work together in maximizing learning conditions to achieve learning goals. Cooperative learning refers to teaching methods where students work together in small groups to help each other in learning a subject matter provided by the teacher. Cooperative learning is a specific method of collaborative learning, in which students work together, face to face in small groups and perform structured tasks.

Then (Wahyuni, 2016: 89) reveals five important characteristics of cooperative learning, namely: 1) mutually beneficial interdependence; 2) personal accountability; 3) directly; (4) interaction between members; (5) Assessment of group procedures. According to Suprijono (Indah Rahmawati & Sutiarso, 2019: 56) mentions three goals of cooperative learning: (1) improve academic learning outcomes, (2) embrace diversity, and (3) develop social skills. Cooperative learning aims to do more than just improve task performance for students. Students learn cooperation and collaboration skills through cooperative learning in order to interact with other friends.

Ramlah (2021: 245-246) that the simplest cooperative learning strategy is the Student Teams Achievement Division (STAD) developed by Robert Slavin and his friends at Johns Hopkin University. Teachers using STAD, also known as student study groups, give their students a weekly verbal or written presentation of new academic information. Students in the STAD model are divided into groups of four to five people, and each group must be diverse. After the lesson is delivered by the instructor, students work in teams to ensure that each team member understands the material. Last but not least, a material based quiz is given to each student, as long as they are not allowed to help each other.

According to Roestiyah (in Gusniar, 2021: 203-204) The advantages of the STAD type cooperative learning method are:

1. Can provide opportunities for students to use skills to ask questions and discuss a problem.
2. Can provide opportunities for students to more intensively conduct investigations on a problem.
3. Can develop leadership talent and teach discussion skills.
4. Can enable teachers to pay more attention to students as individuals and their learning needs.
5. The students are more actively involved in their lessons and they are more active in discussions.
6. Can provide opportunities for students to develop a sense of respect, respect the personal friends, and respect the opinions of others.

According to Slavin (Nur Syamsu et al., 2019) STAD consists of five other steps:

1. The class presentation i.e. the inside presentation is where the STAD content is first introduced. The fact that class presentations must really concentrate on the STAD unit sets it apart from regular teaching. This way, students will realize that during class presentations, they need to really pay attention because it will help them do the quiz, and their quiz score is what counts towards their team's score.

2. Teams, namely in terms of academic achievement, gender, race, and ethnicity, teams of four or five students represent the entire class. The team's main task is to make sure that everyone on the team is really ready to learn, and more specifically to get the members ready to do well on quizzes. Groups gather to check activity sheets or other materials after the teacher's presentation. Most of the time, learning involves collaborating on problems, comparing responses, and resolving misunderstandings when team members make mistakes.
3. Quizzes i.e. students will take individual quizzes about one or two periods after the teacher presentation and about one or two team practice periods. It is against the rules for students to help each other with quizzes. so that each student is responsible for his own understanding of the material.
4. Individual progress scores serve the purpose of setting performance goals for each student that will be achieved if they work harder and perform better than before.
5. Team Recognition i.e. if their average score meets certain criteria they will receive a certificate or other form of recognition. 20% of student team rankings can also be determined by their scores.

Learning outcomes are used as a measure to find out how far a person has mastered the material that has been taught. Learning outcomes are results obtained by students after the learning process, generally learning outcomes are in the form of either raw values or accumulated values. However, it is possible that the learning outcomes are not only in the form of grades but also changes in student behavior.

According to Yudha (2017: 151) Learning outcomes are skills that students acquire during learning activities and can be measured with or without tests. In line with the opinion of Fauhah and Rosy (2021: 327) learning outcomes are an experience gained that includes cognitive, effective, and psychomotor abilities. Based on the calculation of the t test and comparison of the average values between the control class and the experimental class, it is concluded that there is an effect of applying the STAD type cooperative learning model to the learning outcomes of citizenship education. This means that learning in classes that use the STAD type cooperative learning model shows better results in accordance with the cooperative learning objectives put forward by Robert Slavin

CONCLUSION

Based on the discussion above, it can be concluded that in Indonesian language learning before the Student Team Achievement Division (STAD) model was applied, learning was still monotonous and there was a lack of activity in class so that it affected student learning outcomes. but after applying the Student Teams Achievement Division (STAD) learning model it can be stated that it has increased. This is evidenced by Based on the calculations that have been done, the average value of the control class is 85.07 and the average value of the experimental class is 90.48. Based on these average values, it can be seen that the experimental class average = 90.48 > the control class average = 85.07.

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