

DOI <https://doi.org/10.30740/jee.v7i2.230>

STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD) TYPE COOPERATIVE LEARNING MODEL TO IMPROVE THE COOPERATION CAPABILITY OF CLASS IV PRIMARY STUDENTS

Listya Nur Fauziyyah¹, Uus Kuswendi², Faridillah Fahmi Nurfurqon³, Sukma Murni³

^{1,2,3} IKIPSiliwangi, Cimahi, Jawa Barat, Indonesia

¹ nurfauziyyahlistya@gmail.com, ² uus@ikipsiliwangi.ac.id, ³ faridillah@ikipsiliwangi.ac.id, ⁴ sukma-murni@ikipsiliwangi.ac.id

Received: July 2024; Accepted: July 2024

Abstract

This study examines the improvement of cooperative skills using a cooperative learning model of the student team achievement division (STAD) type and students' responses to learning using the STAD type cooperative model. The research method used is a mixed method with an explanatory sequential design. This research was conducted in one of the elementary schools in Batujajar with a total of 31 students. In this model, a group is given treatment and then given observation of results and processes. The data collection technique in this study uses observation sheets, student response questionnaires. The data analysis technique uses a normality test and an N-gain test assisted by the SPSS application. Based on the results of the study, the STAD type cooperative training model in improving cooperation ability has increased, as seen based on the results of the N-gain test with a score of 0.43 with the medium category, with a percentage of pretest scores of 63% and an increase of 17% in the posttest results, which is 80%. The learning model is said to be effective if the N-gain score obtained > 0.3 in the medium category, and students show a good response while using the STAD-type cooperative model based on the results of the questionnaire with an average score of 85, 9 in the very good category.

Keywords: *STAD Type Cooperative, Cooperation Capability*

Abstrak

Penelitian ini mengkaji tentang peningkatan kemampuan kerjasama menggunakan model pembelajaran kooperatif tipe student team achievement division (STAD) dan respon siswa terhadap pembelajaran menggunakan model kooperatif tipe STAD. Metode penelitian yang digunakan adalah *mix method* dengan desain *explanatory sequential*. Penelitian ini dilakukan di salah satu sekolah dasar di Batujajar dengan jumlah partisipan sebanyak 31 siswa. Pada model ini suatu kelompok diberi perlakuan dan selanjutnya diberi observasi hasil dan proses. Adapun Teknik pengumpulan data pada penelitian ini menggunakan lembar observasi, angket respon siswa. Teknik analisis data menggunakan uji normalitas dan uji N-gain berbantuan aplikasi SPSS. Berdasarkan hasil penelitian bahwa model pembelajaran kooperatif tipe STAD dalam meningkatkan kemampuan kerjasama mengalami peningkatan, dilihat berdasarkan hasil uji N-gain dengan skor sebesar 0,43 dengan kategori sedang, dengan persentase nilai pretest sebanyak 63% dan mengalami peningkatan sebanyak 17% pada hasil posttest yaitu sebesar 80%. Model pembelajaran dikatakan efektif jika nilai N-gain score yang didapat $> 0,3$ pada kategori sedang, dan siswa menunjukkan respon yang baik selama menggunakan model kooperatif tipe STAD berdasarkan hasil angket dengan nilai rata-rata 85,9 pada kategori sangat baik.

Kata Kunci: *Kooperatif tipe STAD, Kemampuan Kerjasama*

How to Cite: Fauziyyah L A.-1, Nurfurqon F F.-3 (2024). Student team Achievement Divisions (STAD) Type Cooperative Learning Model To Improve The Cooperative Capability Of Class IV Primary Studenst. JEE, 7 (2), 64-71.

INTRODUCTION

In one of the skills of the 21st century, namely *Collaboration*, in reality humans are social creatures, that is, in their daily lives humans cannot live alone or are creatures that live with the help of other people, in other words, they work together. The aim of 21st century skills, especially collaboration skills, is to prepare each individual to be able to face real life in society and to be able to solve social problems in everyday life including the family or community environment in order to achieve dynamism in social life. According to (Mulyanti, Gading, & Diki, 2023)him, there are 4 characteristics that accommodate 21st century learning, these characteristics are known as 4C, including Creativity, critical thinking, communication skills and collaboration.

One of the social skills that students need to have is cooperation. Apart from academic skills, cooperation skills must also be given to students, because cooperation skills are useful for them to improve group work and determine the success of social relationships (Rahmawati, Susiani, & Salimi, 2019). The importance of having good collaboration skills will produce outcomes with good goals in line with the goals of education in Indonesia. Elementary school students need to be taught to be able to collaborate or collaborate with other people, both from different backgrounds, cultures and religions, so that students can learn how to respect, adjust their attitudes well, and have the ability to take a responsible attitude towards the work they do. on going. (Prabandari & Fidesrinur, 2019)explained that the characteristics of a child who can work together are 1) being able to join heterogeneous groups, 2) not being passive in groups, 3) having a desire to help friends, and 4) being able to respond well when someone gives an opinion.

In line with the social studies subject, it is an important subject given to students to improve 21st century skills for being in society. Social Sciences does not only study concepts and theories, but this subject is based on considering students' needs when starting learning. It is the student's decision that makes Social Studies a subject that helps to hone students' skills in terms of cooperation in the world of education which is defined as a process by contributing from various parties or members to carry out deliberations with the aim of consensus. In line with the opinion of (Nurfurqon, Wardani, & Wulandari, 2022) that IPS is able to answer future challenges and contribute to overcoming various kinds of social problems that exist today. Social Sciences can be said to be a science that studies the relationship between social sciences and humanities in studying social phenomena and problems in an integrated manner in society.

In reality, students at one Batujajar school are classified as lacking in terms of collaboration skills. The learning carried out still uses conventional learning with learning activities still dominated by the teacher. In the event that completing assignments is still done individually, it does not do much to develop students' collaboration skills. Apart from the learning factor which still uses a conventional system, the reason for the low level of student collaboration ability is the gap in group members with students who have a high level of understanding and students who have a low level of understanding. Students' lack of ability to express opinions during learning means that students still appear passive (Jasdilla, Kuswendi, & Ramdhani, 2017).

With group learning, students do not help each other in completing assignments, there are students who donate in groups, there is no discussion to solve problems, students chat more in groups, students do not actually do assignments but play with other groups with the aim of disturbing their friends who are doing assignments and students who have low abilities usually just copy their friends' answers without knowing how to do the assignment, not only that, but in group learning there are still students who are passive in discussion activities because they are embarrassed to express their opinions, students they also tend to be selfish when conducting discussions so they don't want to accept suggestions/ideas put forward by their friends.

This problem will have an impact on students' learning outcomes decreasing, not only impacting the cognitive aspect, but it will also have a big impact on the affective aspect of students in the future. Lack of cooperation skills will result in students lacking a social attitude in respecting other people with different backgrounds, students' lack of ability to communicate, especially in conveying ideas, a lack of sense of responsibility at work and a lack of adaptability in a new group/environment.

To overcome this problem, researchers used a cooperative learning model as an alternative solution to overcome the problems above. The STAD (student team achievement division) cooperative learning model is a group-based learning model. During learning, students are divided into small groups consisting of 4-5 heterogeneous students. This learning model can help students develop understanding skills and attitudes that are in accordance with those in society, so that students are able to collaborate among their group members.

METHOD

The method used in this research is mixed methods. Mixed methods research design is a research approach that combines or associates qualitative and quantitative forms (Ismail et al., 2021). The design used is the explanatory sequential. Sequential explanatory design is a way of collecting data and analyzing quantitative data in the first stage, and followed by collecting and analyzing qualitative data in the second stage, in order to strengthen the results of quantitative research carried out in the first stage, so that the results of research with this design are explanatory in nature (a general picture) (generalization) (Ismail et al., 2021).

The research location used as the research site is SDN Galanggang 2 which is located in Batujajar sub-district, West Bandung regency. The subjects of this research were class IV-B of SDN Galanggang 2, totaling 31 students consisting of 19 male students and 12 female students.

The instrument used in this research is a non-test instrument, namely a collaboration ability observation sheet consisting of 9 indicators to observe student behavior and a student response questionnaire in STAD type cooperative learning to improve collaboration skills. The data analysis technique uses the normality test and N-gain test with the help of the SPSS application, namely comparing the initial condition observation value or pre-test with the final condition value, namely the post-test.

RESULTS AND DISCUSSION

Results

1. Increased Collaboration Capabilities

Research carried out by applying the STAD type cooperative model in improving students' cooperation abilities was carried out in 2 meetings. Each meeting is allocated 2 x 35 hours of time. The following is the average data from student observations regarding increasing cooperative abilities using the STAD type cooperative model.

Table 1 . Comparison of Pre-Test, Post Test Results and N-Gain Values

Pre-Test	Post-Test	N-Gain
63	80	0.43

Based on table 1, it can be concluded that the average pre-test result is 63 and the post-test result is 80. So it can be said that there is a significant improvement when using the STAD type cooperative learning model. It can be seen that the average value of the N-Gain results is 0.43, so it can be categorized as medium. The learning model is said to be effective if the n-gain score obtained is >0.3 or at least in the medium category. Based on the n-gain score, it can be concluded that the STAD type cooperative learning model is effective for use in improving the cooperative abilities of fourth grade elementary school students.

2. Student Response to STAD Type Cooperative Learning

Table 2. Average Student Response Questionnaire Score

Average score	Average value
68.7	85.9

Based on table 2, it can be concluded that the average score for each student is 85.9, which is included in the very good category. This is due to the increasing response of students to group learning in terms of working together. Students can train themselves in giving an opinion in discussions and solving group problems, directing and helping group friends to participate more actively.

Discussion

The STAD type cooperative learning model is a group learning model, students are divided into several groups with 4-5 members consisting of male and female students and students who have different abilities (Wulandari, 2022). This learning model is a learning model that refers to students' ability to work together through group learning activities with diverse members so that each other is able to help each other in mastering the skills being studied. So this learning model focuses more on students' attitudes in participating when developing cognitive and affective abilities.

(Utari & Sanoto, 2023) revealed in his research on cooperation abilities, that the STAD type cooperative learning model is a learning model that includes appreciating contributions, appreciating differences, completing tasks on time and taking responsibility for various tasks which can improve students' cooperation abilities. In line with the opinion (Manalu & Simanjuntak, 2023) that students' cooperative attitudes when learning have a fairly good level of progress when using the STAD type cooperative learning model. Research conducted by (Sifa et al., 2020) also states that the STAD type cooperative model can be used as an alternative learning model to overcome problems in terms of cooperation.

The final observation results showed that there was an increase in students' collaboration abilities during the learning process. According to (Marheni et al., 2020) this, group learning using the STAD model causes interaction between group members so that students are enthusiastic in expressing their opinions. Continued (Khalistyawati & Muhyadi, 2018) by using the STAD model, each student participates actively in group discussions by providing their opinions so that the group assignment is completed.

Students show a good response in responding to opinions expressed by their friends by listening to their friends' opinions by not interrupting the conversation when other friends are talking or expressing their opinions and not showing an egoistic attitude that only prioritizes their own opinions and not arguing in a bad way. In accordance with the opinion of (Junita et al., 2021) that respecting contributions is being polite and kind to fellow members, listening to and respecting the opinions of friends and appreciating the contributions or work of other group members.

Appreciating contributions is very important for the ability to collaborate, this is because appreciating contributions is an attitude of appreciating students' contributions in collaborating so that they can form an effective cooperative attitude. By using the STAD type cooperative model, students begin to realize the importance of respecting and listening to the opinions of their group friends and listening when a friend is presenting the results of their work in front of the class (Oktavira et al., 2020).

Apart from that, giving individual responsibility for cooperative learning is the key to ensuring all members have the ability to collaborate (Haris, 2017). This means that when students study in the same group, each student has the same responsibility for completing the assignments given by the teacher. Group learning using the STAD model will bring out an attitude of individual responsibility in the group by taking turns on assignments (Wijayanti, 2021). In line with the opinion of (Saputri et al., 2023) the STAD type cooperative model, it emphasizes students taking responsibility for each other's group and individual assignments. . The STAD model means doing something together by helping each other as a team (Aningsih, 2023).

In group collaboration, the contribution of all group members is very valuable. They must also realize that the efforts of each member will be beneficial not only for the individual but also for all members of the group (Wahyuni, 2020). So that group members provide motivation to passive students to provide input during discussions with more confidence in what is conveyed to reach a mutual agreement with all members taking part so that the decisions made will be fair. What is meant by fairness is that there are no students who feel that they are not considered because they do not participate enough in providing input.

In line with what has been said, (Oktavira et al., 2020) the STAD model is a learning method that emphasizes activities and interactions between students to motivate each other and help each other master the lesson material. This is also supported by the opinion (Marheni et al., 2020) that in collaboration students must be able to interact, students must be able to interact well, cooperate with each other in achieving group goals so that each student is required to trust each other and help each other in mastering the material and solving problems. In line with the objectives of STAD type cooperative learning that Students are formed into heterogeneous groups to understand the content and the students are not only responsible for learning the material, but also for helping their group members learn (Haris, 2017).

Based on the results of student responses, the level of success in implementing the STAD model to improve students' collaboration skills is very significant, students' active role during group learning by working together has experienced very good progress. This is supported by research conducted by (Baslini & Hadiwinarto, 2020) that when students' cooperative attitudes during the learning process experience a significant increase, it proves that the application of the STAD type cooperative learning model can increase students' cooperative attitudes.

Learning using the STAD model provides students with the opportunity to interact more intensively with their peers, making it easier to solve problems (Rando & Pali, 2021). In this way, group learning will make it easier for students to understand the economic activity learning material. This is in accordance with the students' answers based on the results of the questionnaire which were in the very good category even though some students experienced obstacles during group learning such as lack of participation of other students in helping with group assignments and difficulty handling differences of opinion. However, there are changes after using the STAD type cooperative model, namely that students are able to handle obstacles or problems in the group well and make it easier to accept the material provided.

CONCLUSION

Based on the results of research that has been conducted, the use of the STAD type cooperative learning model can improve the cooperative abilities of fourth grade elementary school students. This can be seen in the results of initial observations of students with a percentage of 63% experiencing an increase of 17% in final observations to 80% and the N-Gain test calculation of 0.43 which is categorized as moderate. Based on the results of the N-Gain test, there was a good improvement when this model was implemented. The results of student responses can be seen in the questionnaire results with a score of 85.9, which is included in the very good category, thus students gave very good responses during the learning process using the STAD type cooperative model.

REFERENCES

- Aningsih, A. T. (2023). Meningkatkan Kerjasama dan Hasil Belajar Matematika dengan Model STAD di SDNegeri 1 Lempuyang. *Jurnal Ilmiah Profesi Guru*, 4(2).
- Haris, I. N. (2017). Pengaruh Model Pembelajaran Kooperatif Tipe Stad Terhadap Sikap Tanggung Jawab. *Jurnal Ilmiah Biormatika*, 4(2).
- Ismail, Vidya, Lilis, Hairil, & Rotua. (2021). *Desain Penelitian Mixed Method* (N. Saputra, Ed.). Yayasan Penerbit Muhammad Zaini.

70 Fauziyyah L A.-1, Nurfurqon F F.-3 (2024). Student team Achievement Divisions (STAD) Type Cooperative Learning Model To Improve The Cooperative Capability Of Class IV Primary Studenst

- Jasdilla, L., Kuswendi, U., & Ramdhani, S. (2017). Hasil Belajar Dan Pembelajaran Kooperatif Tipe Tps. *Jurnal Pendidikan Indonesia*, 6(1)
- Junita, A., Supriatno, B., & Purnianingsih, wdi. (2021). Profil keterampilan kolaborasi siswa SMA pada praktikum maya sistem ekskresi. *Indonesian Journal of Biology Education*, 42, 50–75.
- Khalistyawati, M., & Muhyadi. (2018). Pengaruh Model Stad Dan Jigsawterhadap Karakter Kerja Sama, Kemampuan Berpikir Kritis,Dan Hasil Belajar Kognitif. *Jurnal Pendidikan Karakter*, 8(2).
- Manalu, J. C., & Simanjuntak, S. (2023). Pengaruh Model Pembelajaran Kooperatif Student Teamachievement Division (stad) Terhadap Meningkatkan kemampuan Kerjasama Di Kelas V Sd Negeri 060851. *Jurnal Pendidikan Sosial dan Humaniora*, 2(4).
- Marheni, N. K., Jampel, I. N., & Suwastra, I. I. W. (2020). Model STAD Berpengaruh terhadap Sikap Sosial dan Hasil Belajar IPA. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 4(3), 351–361.
- Mulyanti, N. B., Gading, I. G., & Diki. (2023). Dampak Penerapan Model Pembelajaran Inkuiri Terbimbing terhadap Hasil Belajar IPA dan Kemampuan Berpikir Kritis Siswa. *Jurnal Ilmiah Pendidikan Profesi Guru*, 109-119.
- Nurfurqon, F. F., Wardani, D. S., & Wulandari, M. A. (2022). The Effect of the Value Clarification Technology Model on Elementary School Students' Learning Motivation in Social Studies Learning. *Jurnal Basicedu*, 6(2).
- Oktavira, N. N., Robandi, B., & Saefudin, A. (2020). Penerapan Model Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan Kemampuan Kerjasama Dan Hasil Belajar Siswa Kelas Iv Sd. *Jurnal Pendidikan Guru Sekolah Dasar*, 5(1).
- Prabandari, I. R. (2019). Meningkatkan Kemampuan Bekerjasama Anak Usia 5-6 Tahun Melalui Metode Bermain Kooperatif. *Jurnal AUDHI*, 1(2).
- Rahmawati, Susiani, T. S., & Salimi, M. (2019). Penerapan Model Pembelajaran Group Investigationdengan Multimediauntuk Meningkatkan Kerja Sama Siswadalam Mata Pelajaran IPSKelas IVSDNegeri 1 Wonosari Tahun Ajaran 2017/2018. *Jurnal Ilmiah Kependidikan*, 7(1).
- Rando, A. R., & Pali, A. (2021). Efektivitas Model Pembelajaran Kooperatif Tipe STAD dalam Mengembangkan Keterampilan Sosial. *Mimbar PGSD Undiksha*, 9(2), 295–300.
- Saputri, I. desy, Dewi, R. P., & Natalia, D. (2023). Peningkatan Kerjasama Dan Tanggung Jawab Dalam Materi Iklan Melalui Penerapanmodel Pembelajaran Kooperatif Stadpada Siswa Kelas Vc Sd Kanisius Sengkan. *Jurnal Inovasi Riset Akademi*, 3(3).
- Sifa, M. R., Syariffudin, T., & Hendriani, A. (2020). Penerapan Model Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan Keterampilan Kerjasama Siswa Kelas Iv SD. *Jurnal Pendidikan Guru Sekolah Dasar*, 5(1).
- Utari, P., & Sanoto, H. (2023). Penerapan Model Pembelajaran Staduntuk Meningkatkan Sikap Kerja Sama dan Hasil Belajar IPASiswa SD. *Jurnal Ilmiah Ilmu Pendidikan*, 6(9), 7414-7415.

- Wahyuni, R. (2020). Pembelajaran Kooperatif Bukan Pembelajaran Kelompok Konvensional . 3(1).
- Wijayanti, E. (2021). Peningkatan Kerjasama Dan Hasil Belajar Siswa Pada Materi Perkalian Melalui Model Cooperative Learning tipe Stad Bagi Siswa Kelas Ii Sd Krapyak Wetan Kecamatan Sewon Kabupaten Bantul. *Jurnal Citra Pendidikan*, 1(3).