The Influence of Student Team Achievement Division (STAD) Cooperative Learning Model on Third Graders' Civic Education Learning Outcomes

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Abstract

This study discussed about the influence of student team achievement division (STAD) learning model on third graders' civic education learning outcomes. This research used quantitative research method, and the participants were 30 students. The data analysis begins by conducting validity and normality test, and it is continued by implementing STAD learning model in the classroom. Students' civic education learning outcomes reached the score at 62.40 before the implementation, and it increased into 83.73 after giving the instruction learning using STAD learning model. It implies that STAD learning model have positive affects towards third graders' civic education learning model.

Keywords: *learning model*; *learning outcomes*; *student team achievement*

1. INTRODUCTION

Talking about education, of course, it concerns the rights of all Indonesian citizens, meaning that all Indonesian citizens, both men and women, have the right to get a decent education, this is an effort to enlighten the nation. Education also has a very important role to create quality human beings. Of course, what is expected is not only quality but also to create human beings who have character and have kharimah morals. This is in accordance with the content of Law No.20 of 2003 which talks about the National Education system, in article 3 which says National Education serves to develop the abilities of students, shape the character of students, and educate the nation's life in order to become a human being who

has faith, is devoted to Almighty God, has a noble character, is knowledgeable, and also of course a responsible citizen (Ilham, 2019).

The efforts that have been made to improve the quality of education are in fact still not getting results that are in accordance with the objectives of education. This is considered that the role of teachers in the educational process is very important. To increase learning success, it is not an easy thing for educators, but a challenge that must always be faced by teachers and education staff. Where teachers are one of the determining factors for success and greatly affect the quality of education. In achieving an educational process, teachers are not just delivering or presenting

material but have duties as educators, teachers, mentors, directors, train, assess, evaluate learning. As well as conveying useful knowledge (Munawwaroh, 2017).

Teachers are the second parent for students, therefore in addition to being educators, teachers must also be able to become friends who can provide advice and provide motivators and as inspiration for the development of commendable attitudes and behaviors. Another role of the teacher is as a learning resource, as a facilitator in providing student services so that they can easily accept learning materials, and as managers who are the holders of control in the teaching and learning process. Therefore, teachers can create a conducive and fun learning atmosphere so that the learning process takes place effectively and efficiently (Komara, Putra, & Hermita 2020; Wardhani & Wahono, 2017).

In the elementary school education curriculum, there are main subjects that must of course be mastered by the student participants, one of which is the subject of PKN (Civic Education). PKN subjects are subjects that can provide insight to students about the status, rights, and obligations in society. By studying pkn material, students learn the meaning of the spirit of patriotism, nationalism, human rights, law observance, and democratic life. This lesson is also a subject that focuses on the formation of citizens to become Indonesian citizens who are moral, intelligent, skilled and knowledgeable (Karma, Parmiti & Dibia, 2017). one of the missions carried out by PKN subjects is as

an education of values, ethics, morals, and character education rooted in the culture of the Indonesian nation. It aims to develop the ability of students to give a good decision in order to carry out kindness with all their hearts. PKN learning is expected to reflect the behavior of students in daily activities in order to become full-fledged Indonesian people, helping students behave in accordance with existing norms in society both as individuals, creatures created by Almighty God, and as citizens (Humaeroh & Dewi, 2021).

In fact, in PKN learning, most students consider learning less interesting, boring, tend to involve rote memorization so that it is poorly understood and even less in demand by students (Nurgiansah, 2022). This is known from the results of the investigator's interview with Mrs. Syafika Nurhaliza, the homeroom teacher of grade 3 at SDN 03 Lenteng Agung, and from previous studies. A curriculum that is too heavy for the level of elementary school students compared to the ability of elementary school-aged children also makes it difficult for students to achieve maximum learning outcomes. A focused approach to teachers or conventional teaching practices results in the emergence of problems during teaching and learning activities. Students tend to be less active in participating in learning so they cannot develop the ability to understand learning. In fact, not a few students are afraid to ask questions even though the teacher has offered questions, students who find it difficult to express their opinions, thus making the classroom

atmosphere not lively because students only read books, write, and listen to explanations of the material presented by the teacher. As a result, the achievement of learning outcomes is not optimal (Gawise et al., 2022).

The lack of effective use of learning models makes the learning outcomes of PKN grade III at SDN 03 Lenteng Agung still many under the KKM (Minimum Completion Criteria) judging from the test results of grade 3 students of PKN subjects totaling 30 students, there are only 17 students who achieve KKM scores. The data was taken from the results of the researcher's interview with the grade 3 teacher of SDN 03 Lenteng Agung.

2. METHOD

This research selects quantitative research methods. A quantitative approach is obtained from validation, as well as conducting *Pretest* and *Post-test* on students . The research method used in this study is a type of *Pre-experimental design* (*Nondesigns)* method (Zaluchu, 2020). Which aims to determine the influence of STAD learning on pkn learning outcomes of grade III students at SDN 03 Lenteng Agung South Jakarta, the research was designed with *a One-Shot Case Only design.*

In this research design, there is only one class, namely the group that uses the STAD learning model, then after the research will be seen the learning outcomes of students*.* the influence of learning models on student learning outcomes is measured by comparing learning outcomes / *pretest* results given by researchers to learners before using learning models and outcomes *Post-test* after using the STAD learning model.

Table 1. STAD learning model

No	Steps taken by the teacher	Description
1	Giving motivation	First of all, the teacher explains the purpose and motivates students to be enthusiastic in learning.
2	Giving materials	The teacher conveys some information related to the material to be delivered.
3	Grouping	The teacher make group consists of 4-5 students.
4	Facilitate and Guide	The teacher guides and helps students
5	Evaluate	Teacher evaluates the learning outcomes related to the material that has been delivered
6	Give awards to the best group	Teacher gives an award for the best group, and the award applies to one group, not to an individual.

The provision of this *Post-test* was carried out after the researcher gave treatment using the STAD learning model and students learned in a group discussion where one group consisted of 5 people. The *Post-test* question will show how far the results are from the treatment. Learning by applying the STAD learning

model is very influential for students in participating in learning or not.

The population in this study was grade III students SDN 03, totaling 30 people from class III. The reason why researchers choose grade III students is because researchers want to improve student learning outcomes. In this study, researchers chose PKN subject matter Theme 8 Subtheme 1 Learning 1-3

The data collection technique used in this study was to use *pretests* and *test posts* obtained from the learning results of Theme 8 Subtheme 1 students of grade III SDN 03. To measure the validity of an objective test in the form of a multiple-choice question, namely by using the *biserial point correlation formula.* To find out or test homogeneity, the largest variance test method is used compared to the smallest variance, Hypothesis test performed using the formula Test t-test 2 samples (Sugiyono, 2017).

3. RESULT

At the first meeting on 23 Mei 2022 researchers came to SDN 03 Lenteng Agung South Jakarta to discussn, school observations and interviews with the principal and homeroom teacher of class III to find out the PKN scores of class IIIA students.

At the second meeting on May 24, 2022, researchers came to SDN 03 Lenteng Agung, South Jakarta to provide a question *pre-test* the material theme 8 "Praja Muda Karana" subtheme 1 learning

1-3. *pre-test* consisting of 25 questions and given 40 minutes to do and without the treatment of the STAD learning model.

At the third meeting, on May 25, 2022, a material was explained and given *a Post-test* question and then a discussion was held with the group. Learners are formed into 6 groups, each group of 5 people. After explaining the material, namely about the "Emblem of the Indonesian State" students discussed with their group of friends to discuss and answer the questions that had been provided. After finishing discussing and answering the questions, students are given a quiz in a piece of paper individually and after the quiz is carried out, students are given an evaluation to review the questions that have been given.

At the time of application of the STAD learning model, students seem to be active when discussing with their respective groups and learning runs effectively. When doing quizzes, students can do the questions well because they have done discussion activities before so that students can understand the material. There is interaction between students along with increasing the ability of students to have an opinion. In contrast to the non-provision of the STAD model treatment, students seem difficult to do *Pre-test questions.* Researcher has gathered and analysis the data with following table below:

Tabel 2. Frequency Distribution of Post-Test Values for Class III PKN Learning Outcomes that Already Use the STAD Learning Model

Class	Class Interval	Median (X)	Limit Indicator	Frequency		
				Absolute	Cumulative	Relative (%)
1	60-66	63	59,5 – 65,5	2	2	7%
2	67-73	70	66,5 – 72,5	2	4	7%
3	74-80	77	73,5 – 79,5	7	11	23%
4	81-87	84	80,5 – 86,5	6	17	20%
5	88-94	91	87,5 – 93,5	9	26	30%
6	95-101	98	94,5 – 105,5	4	30	13%
Σ				30		100%

Learning outcomes on *Posttis* PKN Theme 8 Subtheme 1 Learning 1-3 showed an average score of 8 3,733 reaching the highest score of 96 and the lowest score of 6 0 with a median of 84 modes of 84 and a standard deviation of 9,154. Meanwhile, the learning results on *the Pretest* showed an average score of 62.4 with the highest score of 76 the lowest value of 40 and a standard deviation of 10,483. From the results of the calculation of normality using the *liliefors* test, the results were obtained on *Posttis,* namely L*calculate* = 0.090 with the number of n = 30 and L*table* = 0.161, then L*calculate* < L *table* i.e. 0.090 < 0.161 the data is normally distributed. While in the *Pretest*, the results of L*count* = 0.097 with the number of n 30 and L*table* = 0.161, then L*count* < L data *table* it is normally distributed. And it has been known that the data of both comes from normal data.

From the results of homogeneity using the *Fisher* test, the results at a significant level of α = 0.05 obtained F*count* = 0.76 and F*table* = 1.861. Based on the

examiner's criteria, namely F*count* < F*table* then 0.76 < 1.861 and the alternative hypothesis is rejected (H0) then the sample is homogeneous.

After testing normality and homogeneity, it will be continued with a hypothesis using a t-test obtained by the result of T*counting* 8.7. And T*table* 2.00 Because T*count*> T*table*, H0 is rejected which means that there is an influence of the STAD learning model on PKN learning grade III SDN 03 Lenteng Agung South Jakarta.

4. DISCUSSION AND CONCLUSION

Student Team Achievement Division (STAD) in this research proven give impact to learning method, which it can be enhance student critical thinking, problem solving and competitive environment among student, which is give a good impact to student so they motivated to keep learning (Dewi, 2019), Student Team Achievement Division (STAD) comparison with traditional learning method is where the traditional learning method can't give a competitive feeling to learning and motivated student to achieve something in they are learning process, thus

most of student feeling unmotivated and think there is nothing much different between being a student with high motivation to learn and not, since they don't see any benefit of being competitive to achieve something (Mudiono et al., 2018).

The development of science in the 21st century requires individuals to become qualified human resources (HR). The characteristics of quality human resources are being able to manage, use and develop thinking skills. Of course, the task and challenge of educators is getting tougher to make students become superior human beings. The STAD (Student Team Achievement Division) Learning Model is one of the steps so that student learning outcomes improve on civic education. The type of research used is Pre-experimental design (Non-design) with One-Shot Case Only design. The average result obtained from the Pretest test before using the STAD learning model was 62.4 and after using the STAD learning model, it got an average of 83,733, that score is not a perfect score because there is still has some constrains, (1) Teachers as a mentor, (2) Not good facilities, etc. But from the average results, it is concluded that the H_0 is rejected and H_1 was accepted and STAD (Student Team Achievement Division) have a huge impact to improve an efficiency of teaching and this learning model is feasible to be used as one of the best learning methods.

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