



IMPLEMENTATION OF THE STAD LEARNING MODEL TO IMPROVE CIVIC EDUCATION LEARNING OUTCOMES IN ELEMENTARY SCHOOLS

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Abstract

This study aims to apply the STAD learning model so that teachers can create a learning environment that increases students' attention to learning materials. In reality, some teachers prefer to apply conventional learning models. They often act as teachers, while students act as passive recipients of information with a traditional teaching style, which has more accurate information content. This learning model establishes teachers as the core of the continuity of the teaching and learning process. Students are considered to have the same interests, skills, learning interests and learning readiness. Students are not given many opportunities to express their opinions and discuss with other students. The research method used is the literature review method or literature review where this study seeks and collects previous research sources that are in accordance with the problems to be studied. This study discusses the application of the STAD learning model, as well as discussing the steps for implementing STAD by dividing groups, delivering materials, giving quizzes and also awarding achievements. With STAD learning outcomes, students are encouraged to actively exchange ideas with each other and understand a subject matter so that student learning outcomes can improve.

Keywords : Learning, Model, STAD, Teacher, Student

Introduction

Education plays a very important role in the process of improving the quality of human resources (Puspadewi, Putra, & Suara, 2014). Ideally, civic education plays an important role in developing students' potential as Indonesian citizens with solid personalities and a sense of social and national responsibility. Civics focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and characterful Indonesian citizens according to the mandate of Pancasila and the 1945 Constitution (Rachamwati, 2013). The main problem in learning in formal education (schools) today is the low absorption capacity of students. This can be seen from the average learning outcomes of students which are always still very concerning (Suyono, 2016). It is believed that a teacher can create a learning environment that will increase students' calmness and attention to the subject matter, it is believed that learning can occur well, if students need to learn as well as possible. A teacher can create a learning environment that will increase students' calmness and attention to the subject matter, because learning can occur well, if students need to learn as well as possible. Learning can be developed if teachers can organize student learning in such a way that their motivation and interest can grow in a classroom atmosphere that uses various learning methods. In fact, some teachers prefer to apply conventional learning models, where the exchange of information is more one-way, teachers often act as resource persons while students are passive listeners (information recipients). They often act as teachers, while students act as passive recipients of information with a traditional teaching style, which has more accurate information content. This learning model establishes teachers as the core of the continuity of the teaching and learning process. Students are considered to have the same interests, skills, learning interests and learning readiness. Students are not given many opportunities to express their opinions and discuss with other students.

A teacher needs to improve their ability in implementing learning. Creating an effective learning atmosphere can certainly be applied by implementing a model that is in accordance with the appropriate learning model with the help of learning media. According to Joyce and Weil in Rusman (2012) learning models themselves are usually arranged based on various principles or theories of knowledge. Experts arrange learning models based on learning principles, psychological theories, sociology, system analysis, or other supporting theories. Joyce & Weil argue that a learning model is a plan or pattern that can be used to form a curriculum, design learning materials, and guide learning in class or others. Learning models can be used as a choice pattern, meaning that teachers may choose a learning model that is appropriate and efficient to achieve their learning goals. Suprijono (2009: 46) states that through innovative learning models in the classroom, teachers can help students get information, ideas, skills, ways of thinking, and express ideas. Looking at the conditions in several schools, there are several problems in learning Civics, one of which is that teachers pay less attention to the characteristics of their students and still use methods, approaches and strategies that are still centered on themselves (teachers) in learning so that students in learning are less active and boring. Seeing the problems above, there are actually several efforts to improve the quality of Civics learning. One way that teachers can do to improve Civics learning outcomes is by using the Student Team Achievement Divisions (STAD) learning model during classroom learning. This model is expected to improve the learning outcomes of civics education in elementary school students because the Student Teams Achievement Division (STAD) learning model helps in the process of student interaction with their friends (Made Suparmini, 2021). STAD makes students learn in groups, which means they have to work together to understand the lesson. Therefore, students can share their opinions based on their own knowledge.

Research Methodology

This research was conducted using a literature review. Literature review is an important tool as a context review, because literature is very useful and very helpful in providing context and meaning in the writing that is being done and through this literature review researchers can also state explicitly and readers know why the thing to be studied is a problem that must be studied, both in terms of the subject to be studied and any environment from the side of the relationship between the research and other relevant research (Afifuddin, 2012). This research seeks and collects previous research sources that are in accordance with the problems to be studied, namely regarding research on the student teams achievement division learning model in improving the citizenship learning outcomes of elementary school students.

Result & Discussion

Many students still experience boredom in civic education. As a result of many teachers who teach civics material by only focusing on the teacher, the students are not given the opportunity to pour out the knowledge that students have and make students passive and less interested in learning. The fact is that many teachers teach civics material with an emphasis on the teacher, students become passive and not interested in learning. The right model needs to be considered in terms of its relevance to the teaching objectives. In the cooperative learning model, there are several variations of models that can be applied, including: 1) Student Team Achievement Division (STAD), 2) Jigsaw, 3) Group Investigation (GI), 4) Rotating Trio Exchange, and 5) Group Resume. Of the several learning models, the most widely developed models are the Student Team Achievement Division (STAD) and Jigsaw models (Isjoni, 2010). The educational system that provides opportunities for children to work together with their peers in structured tasks is known as cooperative education. The cooperative education system is an alternative that can prevent the emergence of aggressiveness in the individual system and alienation in the system without sacrificing cognitive aspects. STAD learning relies on small groups of students. Although subject matter and teacher instruction are part of the learning, cooperative learning carefully combines small groups so that all students can work together to maximize their own learning and each other's. Each member of the group has a responsibility to learn what is presented and to help their friends learn. When teams work together, they create an atmosphere of achievement, which results in increased learning. Cooperative learning is a group learning with 2-5 students with the idea of motivating each other between members to help each other in order to achieve a maximum learning goal. The magnitude of the influence and relationship of the STAD learning model to improving learning outcomes can be seen from various research results that use this learning mode such as research conducted by Masoyang (2014) which can improve student learning outcomes.

This can be seen from the classical absorption capacity of each action carried out. Student Team Achievement Divisions (STAD) is a type of cooperative learning that emphasizes student cooperation in groups in solving a problem to achieve learning goals. Slavin (2008:12) states that the main idea of STAD is to motivate students to support each other and help other students in mastering the skills taught by the teacher. Learning with the STAD

model is able to create active, innovative, creative and enjoyable learning for students during the learning process. Such learning will be able to arouse students' enthusiasm for learning so that it will affect the achievement of optimal student learning outcomes. Teachers who use STAD present new academic information to students each week using verbal or text presentations. STAD is one of the simplest cooperative learning and is excellent for beginning teachers when they want to implement cooperative learning. STAD consists of five main components: class presentations, team building, quizzes, individual progress scores, and team recognition (Slavin, 2008). STAD is a form of fun learning that involves forming students into groups with different levels of talent. This kind of fun learning involves forming students into different groups with different levels of ability. The teacher provides various explanations and problems to each student in the group, and ensures that each member of the group can solve the problem. The understanding in the group provides some clarification and problems, and ensures that each part of the group can solve the problem. The main goal of STAD is to prepare students to be sensitive and supportive in understanding the problems presented by the educator. Groups that want to get prizes, they must support each part that gathers in their learning. Students are given time to work together after the lesson is given by the instructor, but do not help each other when taking tests, so that each student must master the material given. STAD steps in citizenship learning. The implementation steps in the STAD type cooperative learning model applied in this research are the following 6 steps: (1) dividing into groups, (2) delivering material, (3) group discussion, (4) giving quizzes/questions, (5) conclusion, (6) awarding (Wibowo, 2016). To encourage heterogeneity (diversity) in academic achievement, gender, race, or ethnicity, students are divided into groups of four to five people each.

The main purpose of diverse teams is to ensure that everyone has a task to complete and that everyone can learn efficiently over time. Therefore, each member can overcome current difficulties equally. Students will respect each other, develop self-confidence, and help less academically able group members if they feel like they belong to a team. In the presentation activity, the delivery of material carried out by the teacher is a learning process. To explain the usefulness or even tasks that need to be done by thinking and acting to complete them, the teacher uses media, real-world problems that occur in everyday life, and demonstrations. So that everyone can be involved and contribute to the learning outcomes that will be given, this happens when students in a group have completed their studies and the teacher provides examples of work as a reference in completing group projects. The teacher observes during group projects and adjusts teaching, support, and encouragement based on student needs. The most important element of STAD is teamwork. Quizzes (evaluations) assess learning outcomes by giving tests on the material covered and having the instructor rate each group's performance on a final presentation. To ensure they understand the lesson, students must be able to answer the quiz questions on their own. Team achievement awards or team recognition by the teacher checking the students' work and giving a number ranging from 0-100 after the quiz. The teacher gives an award for the success of the group that gets the highest score after completing the examination of the students' work. For example, if a team has collected the most scores in the class, they will receive an award. Awards do not have to be material. Awards can also be given in the form of additional values or other non-material things (Rusman, 2012).

Advantages and Disadvantages of STAD

The increase in cooperation, friendliness, sensitivity, and tolerance between groups are the benefits of STAD learning. Giving students assignments with more time can increase self-confidence and improve the scientific perspective on learning. Increasing the number of students who attend classes increases tolerance for individual diversity. Personal conflicts are reduced and improve understanding of course materials. Students who receive rewards are more motivated to learn and achieve better learning outcomes. Thus, the benefits of STAD learning are that it allows students to collaborate in teams and interact with each other in groups. In addition, students can voice their ideas about the subject matter. According to Khusna (2011) the weaknesses of STAD are: learning using this model takes a relatively long time, by considering the three time-consuming STAD steps such as presentation of material from the teacher, group work and individual tests/quizzes, because the average number of students in a class is 45 people, then the teacher is less than optimal in observing group learning in turns, teachers are required to work quickly in completing tasks related to the learning that has been done, including correcting student work, determining changes in study groups, requiring a lot of time and money to prepare and then implement the cooperative learning, requiring more time for students so that it is difficult to achieve curriculum targets, requiring special teacher skills so that not all teachers can carry out cooperative learning, demanding certain characteristics from students, for example a cooperative nature.

Student Learning Outcomes Using STAD

Student learning outcomes are essentially changes in behavior as a result of learning in a broader sense covering the cognitive, affective and psychomotor fields (Sudjana, 2009). Several studies that are relevant to the study of motivation and learning outcomes of the STAD model, the results of the study (Trisnawati, 2020) With the title Application of the Student Team Achievement Division Method to Improve Student Learning Motivation and Civics Learning Achievement. The results of the study showed that there was an increase in motivation from 50% to 90% and learning achievement experienced an increase in the level of learning completeness from 73 to 75 in the Civics subject using the STAD method. This shows that there is an increase in student learning achievement in the Civics subject. Furthermore, research (Simaguna et al., 2020). With the article title Results and Student Learning Motivation Using STAD Type Cooperative Learning. The results of the study showed that there was an influence of the STAD type learning model on student learning outcomes and motivation. The average value of learning outcomes in students using the STAD model was higher than students taught with the conventional model and the learning motivation of students with the STAD model was higher than students with the conventional model. Improvement of student learning outcomes can occur because the STAD learning model is one of the teacher's efforts to achieve aspects of conceptual understanding, and others that encourage students to actively exchange ideas with each other and understand a subject matter so that student learning outcomes can improve. In addition, the STAD learning model if applied properly and correctly in accordance with the principles and steps that have been mentioned, can improve the quality of student learning and also improve student learning outcomes. Therefore, teachers must understand the essence of learning using STAD so that learning can be carried out effectively. Hopefully, the quality of learning and student learning outcomes will improve.

Conclusion

Based on the research conducted, it can be concluded that Student Team Achievement Divisions (STAD) is a type of cooperative learning that emphasizes student cooperation in groups in solving a problem to achieve learning goals. STAD learning relies on small groups of students. Although subject matter and teacher instruction are part of the learning, cooperative learning carefully combines small groups so that all students can work together to maximize their own learning and each other. Improvement in student learning outcomes can occur because the STAD learning model is one of the teacher's efforts to achieve aspects of conceptual understanding, and others that encourage students to actively exchange ideas with each other and understand a subject matter so that student learning outcomes can increase.

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