

The Effect of the Student Teams Achievement Division (STAD) Learning Method on Student Learning Outcomes in Indonesian Language Lessons at School

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ABSTRACT.

This study aims to determine the effect of the STAD type of cooperative learning method. The method used is descriptive quantitative. Data were 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 method is still monotonous learning and lack of activity in class it affects student learning outcomes. but after applying the Student Teams Achievement Division (STAD) learning method it can be stated that it has increased. This is evidenced by Based on the calculations that have been carried out, 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: Learning methods, STAD, Learning Outcomes

 <https://doi.org/10.31538/munaddhomah.v4i2.507>

How to Cite Novita, R., & Sukenti, D. . (2023). The Effect of the Student Teams Achievement Division (STAD) Learning Method on Student Learning Outcomes in Indonesian Language Lessons at School. *Munaddbomah: Jurnal Manajemen Pendidikan Islam*, 4(2), 473-481.

INTRODUCTION

Education is a process that is deliberately carried out with the sole aim of educating students (Bahri, 2022; Sandria et al., 2022). 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 (Basari et al., 2023; Ikhsannudin & Pakpahan, 2021). In education, a learning process is created to become a human being with noble character and character. (Sadjadi, 2022) said 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 of the components of the learning process is the learning model. Sajadi (2022: 37) says the learning method is a form of learning that is illustrated from start to finish and is typically presented by the teacher in class.

Based on the results of interviews conducted with class VIII teachers, namely Mrs. SN at SMPN 4 Siak Kecil, it can be concluded that the teacher has used learning methods but not varied. be a source of learning. The teacher pays little attention to the academic potential abilities of each student who has quality and requires different treatment. Teachers are hesitant to do group learning models or discussions because students still like to chat and play when they get together (Arif et al., 2021; Asmarani et al., 2021; Hakim & Iskandar, 2023). Students who are only guided by the teacher's explanation are still conventional so learning becomes passive and less active, this affects student learning outcomes (Tuhuteru et al., 2023; Wahyuni, 2016). Of the

learning outcomes of students who graduated from the KKM from a total of 30 students only 10 people passed on fiction and non-fiction book material.

Similar problems were found in (Rifanti & Astuti, 2022) Astuti's research teachers are still hesitant about using 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. Similar problems were also found in Astuti's research (2022) where teachers lecture explaining concepts in textbooks, students listen to teacher explanations, students are not taught learning strategies to understand concepts, and are less motivated. It should be remembered that quality education lies in the implementation of quality learning and assessment of learning, so the role of the teacher in creating an innovative teaching and learning process will affect the quality of student learning outcomes (Barirohmah & Subiyantoro, 2021; Hasanah et al., 2022; Krisbiyanto, 2019).

Seeing this field problem the teacher must have a way to make learning Indonesian easy to understand, a pleasant class atmosphere with learning methods. One of the learning methods that teachers can use is the cooperative method. Yurnalisma (Dewi, 2022) 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 (Abdurrahman et al., 2021; Amirudin, 2022; Najmi et al., 2021). In addition, cooperative learning can also help students improve positive attitudes toward learning Indonesian.

One of the cooperative learning methods is the Student Achievement Team Division (STAD). The STAD learning method 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 (Hasanuddin & Arief, 2018). Other learning methods do not have an assessment stage at the end of the learning process. Learning Student Teams Achievement Division (STAD) 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 by working in groups students will be more free to ask their group mates about material they have not mastered (Wulandari, 2022).

The teacher's goal by using the Student Teams Achievement Division (STAD) learning method in the Indonesian subject is to have an influence on student learning outcomes, and also to be able to involve students optimally 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 Indonesian 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 method on student learning outcomes in Indonesian language lessons at school (Setyawan et al., 2020).

METHOD

This research uses a descriptive research type with a quantitative approach. According to (Sugiyono, 2008) descriptive research is research conducted to determine the value of the independent variable, 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. (Putri & Sukenti, 2023) the experimental research method was chosen because researchers want to apply an action or treatment, but environmental factors that can affect research results cannot be controlled. In addition, this research design was also chosen if the research subjects could not be randomly divided into groups. Data is collected through questionnaires, documentation, and tests. The source of the data is the students who become the sample, namely the control class, which consists of 31 people and the experimental class, 31 people. The data analysis technique used is the T-test.

RESULT AND DISCUSSION

Result

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 r_{xy} 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

Kelompok	Jumlah siswa	Nilai		Rata-Rata	Simpangan Baku	Varians
		Max	Min			
Eksperimen	31	100	78	92,80	6,574	43,277
Kontrol	31	100	80	93,65	5,244	27,503

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 STAD type cooperative learning methods on student learning outcomes. The analysis of the descriptive analysis of the results of the test instrument for the experimental group and the control group is as follows:

Table 2. Descriptive statistics

Statistics	Control Group	Experimental Group
Lots of students	31	31
Average	74,1613	80,7079
Median	75	82
mode	81	92
Variance	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:

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 \geq \mu_2$$

Table 3. Hypothesis testing

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 of cooperative learning method to the mathematics learning outcomes of class VIII students. After the results showed that there were differences in mathematics learning outcomes by applying the STAD type cooperative learning method and without applying the STAD type cooperative learning method to the intrinsic elements of novels for class VIII students, the next step was to compare the average scores 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 the comparison of the mean scores between the control class and the experimental class, it was concluded that there was an effect of applying the STAD type cooperative learning method to the learning outcomes of Indonesian language intrinsic elements of novels for class VIII students of SMPN 4 Siak Kecil. This means that learning in classes using the STAD type of cooperative learning method shows better results in accordance with the cooperative learning objectives put forward by Robert Slavin.

Discussion

The method is defined as a conceptual framework that is used as a guide in carrying out activities. (Dewi, 2022) 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 (Qudsyi et al., 2023). 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 (Sudarsana, 2021).

Then (Wahyuni, 2016) revealed 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 & Sutiarto, 2019) 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 (Ramlah, 2021) that the simplest cooperative learning strategy is the Student Teams Achievement Division (STAD) developed by Robert (Slavin, 2014) 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 (Sandria et al., 2022).

According to Roestiyah in (Sudarsana, 2021) The advantages of the STAD type cooperative learning method are: (1) It can provide opportunities for students to use questioning skills 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) Class presentation, namely the inner 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) Team, namely in terms of academic achievement, gender, race, and ethnicity, a team consisting of four or five students represents 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, namely students will take individual quizzes about one or two periods after the teacher's 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 have the objective of setting performance goals for each student that will be achieved if they work harder and perform better than before. (5) Team Recognition ie 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 (Azizah & Fajeriah, 2021; Susilawati, 2021) Learning outcomes are skills that students acquire during learning activities and can be measured with or without tests. In line with the opinion of (Amirudin, 2022; Badrus & Arifin, 2021) learning outcomes are an experience gained that includes cognitive, effective, and psychomotor abilities.

Based on the calculation of the t test and the 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 method to the learning outcomes of Indonesian material on the intrinsic elements of novels. This means that learning in classes using the STAD type of cooperative learning method shows better results in accordance with the cooperative learning objectives put forward by Robert Slavin.

The results of this study are in line with research conducted by (Sukma et al., 2022) The results showed that by applying the student team achievement division (STAD) learning model to learning Indonesian, learning outcomes were included in the good category with an average value (mean) of 65.375 included in the interval 64-70, meaning that it was enough had an influence on student learning outcomes in Indonesian subjects with an average score (mean) of 77.13 included in the 73-86 interval of student learning outcomes in Indonesian subjects increasing. The results of this study are in line with research conducted by (Firdaus, 2016) there is a significant effect of applying the Student Team Achievement Divisions (STAD) cooperative learning model to student learning outcomes in material arithmetic operations in algebraic forms class VII SMP Negeri 1 Kendawangan, Ketapang Regency.

CONCLUSION

Based on the discussion above, it can be concluded that in Indonesian language learning before the Student Team Achievement Division (STAD) method was applied, it was still monotonous learning and lack of activity in class so that it affected student learning outcomes. but after applying the Student Teams Achievement Division (STAD) learning method it can be stated that it has increased. This is evidenced by Based on the calculations that have been carried out, 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.

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