

The Effectiveness of the STAD (*Student Teams Achievement Division*) Learning Model in Students' Learning Understanding

Tri Puji Astuti*, Jan Binsar Marpaung, Nor Khakim
Pancasila and Citizenship Education, STKIP Kusuma Negara, Indonesia
*tripujiastuti@stkipkusumanegara.ac.id

Abstract

The purpose of this study was to determine the effectiveness of students' understanding of the material on being aware of threats to the Unitary State of the Republic of Indonesia through the Student Teams Achievement Division learning model. This research method uses a qualitative descriptive method using the Classroom Action Research/Classroom Action Research approach. Data collection was carried out by tests, observations, interviews, documentation and field notes. Sources of data in this study were: key informants were PPKn teachers Class XI MIPA 3 SMA Negeri 1 Pagelaran, Cianjur Regency, and informants were students of class XI MIPA 3 SMA Negeri 1 Pagelaran, Cianjur Regency. The steps used in this classroom action research were carried out in 3 cycles. The results of this study indicate an increase in students' understanding with the average acquisition of completeness, namely: in cycle 1 obtained completeness of 25%, in cycle 2 obtained an average of 61.11% completeness, and in cycle 3 the average of completeness was 86.11%. Based on the research results, the conclusion is that the STAD (Student Teams Achievement Division) learning model is effective in increasing students' understanding of class XI MIPA 3 SMA Negeri 1 Pagelaran, Cianjur Regency.

Keywords: classroom action research, student teams achievement division, understanding.

1 INTRODUCTION

Pancasila and citizenship education is a system of integrating political, economic, social and cultural education that needs to be upheld in order to create a sense of love for the homeland. As a good citizen, it is necessary to have a sense of unity and unity in maintaining the integrity of the Unitary State of the Republic of Indonesia by caring about things that will cause division and the public needs to be active in supervising the territory of the Unitary State of the Republic of Indonesia.

The younger generation also plays an important role in maintaining the integrity of the Unitary State of the Republic of Indonesia, so it is important to understand what will become divisions both within and outside the territory of the State of Indonesia.

Professional teachers must have the ability to create changes that can improve the quality of students to build the country in the future. The teacher's efforts in well-planned learning will increase the activeness of students in developing themselves in preparing themselves for life in society, nation and state. There is a tendency for teachers to use one-way communication in learning activities with the lecture method, as a result of this there is low feedback on student communication with teachers (Hidayat & Abdillah, 2019). The learning conditions conveyed by the teacher in the current learning process are still applying to the cognitive (knowledge) aspect, this results in the learning objectives and development of individual students lacking in coordination with the teacher, The passive atmosphere of student learning is one of the main factors in the learning process, so that students' learning objectives have not yet reached the criteria for completeness scores

(KKM). Bloom states that students can be said to have an understanding of a material, if the student is faced with something that needs to be communicated and uses the ideas that students conclude that are conveyed both verbally and in short writing (Idris, 2021). In the learning process there are many students who lack the ability to understand the subject matter, so in civic education, especially the material on being aware of threats to the Unitary State of the Republic of Indonesia, the teacher has an important task in increasing student understanding so that it can be applied properly to student behavior as the final result in maintaining the integrity of the Unitary State of the Republic of Indonesia. National Vigilance is a readiness of the Indonesian people to participate in protecting swiftly from various threats that come to divide the unity and integrity of the Unitary Republic of Indonesia (Riyanto, 2017).

In this era, everyone can defend the country in different ways according to their field, in the concept of defending the country the scope is wider which is carried out in an integrated manner based on an attitude of love for the homeland will contribute to national resilience for the existence of national identity (Halimah, 2018).

In the learning activities of class XI MIPA 3 students at SMA Negeri 1 Pagelaran Cianjur, in the subject of Civics, students' understanding is still lacking, so it needs to be developed again by students so that they can be practiced in community life. This is evidenced by the percentage of 80% of students in understanding a learning material that is still less active in observing, asking, and responding to opinions in the learning process caused by the lack of active interaction between teachers and students in exploring a material, and teachers do not provide opportunities for students to can discuss a problem by arguing with each other so that students' open thinking and understanding of the material by students can be conveyed properly.

Researchers try to use the learning model Cooperative Learning Model tipe Student Teams Achievement Division (STAD). Students are expected to be able to understand the material through quizzes by discussing and collaborating with each other in presenting information that is concluded by each group, so that students have an understanding of the material so that later these students can interpret and have the skills to argue and provide solutions to a problem. problems that students face in society. According to Slavin, cooperative learning of the Student Teams Achievement Division (STAD) type brings together students with a study group system consisting of mixed members based on performance level, gender and ethnicity, consisting of four or five people. so that all group members can master the learning material, students do group work after the teacher delivers the learning material.

The Student Teams Achievement Division (STAD) consists of five main components: class presentations, groups, quizzes (tests), individual improvement scores, and group rewards (Chyntia, 2020).

A number of studies have proven that the application of the Student Teams Achievement Division model is very effectively implemented in the learning process in achieving learning objectives. Sunarti & Rachman (2018) have proven that the student teams achievement division (STAD) learning model is more effective than other learning models and the level of student achievement in learning has increased higher than before. Similarly, Wahyuni (2018) the STAD type of cooperative learning model is more effective than the TPS type (Think-Pair-Share), in the implementation of the STAD learning model it involves the introduction of teams and group responsibilities to work together in solving a problem. Kriswintari *et. al.* (2018) show that STAD type cooperative learning is feasible to be implemented in the classroom by considering two aspects, namely: students' thinking skills, and the level of students' social attitudes. Then research by Imam Mudofir, *et al.* (2019) in research using the STAD learning model implementation of the STAD learning strategy gave a higher score than before, and in the research of I-Ting Wang *et. al.* (2017) in implementing learning using the STAD model students have a positive attitude about the strategy learning and strive to provide better performance. The research listed above has proven how the effectiveness of the Student Teams Achievement Division (STAD) learning model makes a good contribution to the learning process where students have

changes in the learning process that are better individually and in groups, students have a social environment to learn by being honest, be responsible, and work together among students in completing assigned tasks and are able to think critically in solving problems, so that students are able to achieve learning goals well using the Student Teams Achievement Division (STAD) learning model (Pasalbessy & Mataheru, 2020).

Learning Model Student Teams Achievement Division (STAD) associated with the material to be aware of threats to the Unitary State of the Republic of Indonesia is a learning model that can improve students' understanding by working together among students in groups to argue, conclude, and interpret to solve problems on the material, so students in life the environment can implement the attitude well, so that students as the next generation of the nation can maintain the integrity of the unity and integrity of the Unitary Republic of Indonesia.

Thus the researcher intends to improve students' understanding of the material to be aware of threats to the Unitary State of the Republic of Indonesia in class XI MIPA 3 SMA Negeri 1 Pagelaran Cianjur Regency with a cooperative learning learning model using this type of learning model Student Teams Achievement Division(STAD), hopefully the understanding of students of class XI MIPA 3 SMA Negeri 1 Pagelaran Cianjur Regency can develop.

2 RESEARCH METHODS

The research method used is classroom action research. This research was conducted in three cycles, where in each cycle there are 2 meetings. This classroom action research was carried out in the Pancasila and Citizenship Education learning process, with the research subject in class XI MIPA3 with 36 students, this research was carried out at SMA Negeri 1 Pagelaran, Cianjur Regency. When this research was conducted at SMA Negeri 1 Pagelaran for class XI students, it was carried out from March 2022 to June 2022, Even Semester of the 2021/2022 Academic Year.

According to Kemmis & Mc. Taggart, which was developed with the basic concept of Kurt Lewin, the flow of classroom action research in each cycle has four components, namely: planning, acting, observing, reflecting (Afi., 2020; Parnawi, 2020). There are two sources of data in this study, namely: Key informants and Informants. Key informant is a Pancasila and Citizenship Education teacher for class XI MIPA 3 at SMA Negeri 1 Pagelaran, Cianjur Regency, and Informant are students of class XI MIPA 3 SMA Negeri 1 Pagelaran Cianjur Regency, totaling 36 students.

Data collection techniques in this study were tests, observations, interviews, documentation and field notes. In this study the validity used is democratic validity, namely validity which is carried out by providing opportunities and freedom to all components involved in this research, both principals, collaborators, students to participate with each other by providing input so that this research runs well (Dian, 2021). The criteria for the success of implementing the STAD learning model, if student learning activities in Cycle I Cycle II and Cycle III students' learning understanding of Class XI MIPA 3 SMA Negeri 1 Pagelaran, Cianjur Regency there is an increase of 75%, namely with the following criteria: Students have values that form awareness of threats to the Republic of Indonesia.

3 RESULT AND DISCUSSION

Before the study used the STAD learning model, the researchers conducted preliminary observations aimed at knowing the situation of students in the classroom in understanding the learning material.

In the results of the pre-action evaluation, it is known that students' understanding of the subject matter of chapter 5 about being aware of threats to the Unitary State of the

Republic of Indonesia is still low, it can be seen in the results of the initial pretest which showed student learning outcomes in Civics subjects, the average score of students was 58.19 and of the total 36 students who took the initial test there were 3 students who had reached the minimum completeness criteria or KKM while the other 33 students had not been able to reach the stipulated limit so that a completeness rate of 8.33% was obtained.

In the results of this initial observation, it can be seen that the results of the initial test are students of class XI MIPA 3. In understanding the learning material, it can be seen that the students' lack of understanding in studying the material can be seen from the lack of understanding of students in the learning material where the learning outcomes are not good, even students in re-explaining the material discussed has not been able to re-explain what has been learned on the material and the lack of student response.

3.1 Result

After conducting pre-action research, this aims to determine the situation of students in the classroom in understanding learning material without using the STAD learning model, then continued research using the STAD learning model with the aim of knowing the improvement of students' learning understanding in the learning process regarding the material to be aware of threats to the Unitary State of the Republic of Indonesia. Indonesia. This research was carried out in 3 cycles. In each cycle there were four stages of the process, namely planning, implementation, observation, and reflection.

3.1.1 cycle 1 findings

Based on the test results in cycle 1, it was obtained with an average score of 65.14 from 36 students. There were 27 students who had not been able to achieve mastery in learning using the STAD learning model because students were not familiar with the STAD learning model.

In cycle 1, it was obtained with observations on the results of student mastery obtained 25%, students have not achieved mastery in learning using the STAD learning model currently not going well. In the observation assessment of student learning activities, the overall score reached 71.77%. Students have not been able to be fully active in group discussions, there are even some students who are still reluctant to join their groups because they are not used to groups and these students work on or study material with individual systems without involving the group, and students still have a lack of understanding of the completion of their group assignments.

3.1.2 cycle 2 findings

In the STAD learning model in cycle 2 it went well, the groups discussed with each other on time and were able to complete their group assignments well, but in the student presentation activities in front of the class it was still not optimal so that learning in cycle 2 did not go well understanding of learning In the cycle 2, the average value of the second cycle evaluation is 72.64, while the increase in student understanding of learning in cycle 2 on the completeness value is 61.11%.

Observation results In cycle 2, it was obtained with the overall observation results that students obtained a percentage of 76.66% where this was all students both in understanding the material, working in groups, as well as expressing opinions and asking questions.

This STAD learning model is very helpful in reviving a different learning atmosphere than usual, but in the results of observations in cycle 2, students have not been able to achieve the standard criteria for completeness scores because the average value obtained is 72.64, which is not optimal or not. meet the criteria for completeness.

3.1.3 cycle 3 findings

Based on the test results in cycle 3, students have succeeded in achieving the minimum completeness criteria value with an average value of 77.64, so in this final evaluation the average student has reached the KKM score.

In cycle 3, it was obtained with the results of observation of student learning activities obtained 86.11%, students have achieved mastery in learning using the STAD learning model. Students are very good at understanding the material, work together actively, and are active in expressing opinions and asking questions between groups and group members helping each other in working on the group's assignments. This STAD learning model in every student meeting has a significant increase in both the delivery of opinions, the activeness of students asking questions, and students' critical thoughts that are experienced directly in the environment, proving that students can implement these things in the environment, even if they have experience in the immediate environment. With the results of the average value in this final cycle, the average student has reached the KKM score and has met the student's completeness score well.

3.2 Discussion

This research was carried out using the Student Teams Achievement Division(STAD) learning model in Civics learning with material discussions about being aware of threats to the Unitary State of the Republic of Indonesia carried out in class XI MIPA 3 SMA Negeri 1 Pagelaran, Cianjur Regency.

In the first cycle of action the post test results obtained an average value of 65.14 which still does not meet the standard value with mastery learning to get 25% the highest score is 80 and the lowest score is 50, the number of students who complete is 9 people and the number of students who did not complete was 27 people. In cycle 1, the group system could not be fully active, there were still many students who were passive and had not been able to explain well the questions from the researcher. students still need to be guided in completing group assignments, and the closeness between students in learning is not yet intense or still maintaining communication distance.

In the second cycle of action on the post test results obtained an average value of 72.64 which still does not meet the standard value, with mastery learning to get 61.11% the highest score is 85 and the lowest score is 60, the number of students who completed were 22 people and the number of students who did not complete was 14 people. In the second cycle of group assignments, students were still confused between members working on their group assignments in the presentation of group assignments. Even group members were still not fully active in collaborating with each other, students were still confused in explaining the material that should be discussed by each group, and students had not been able to conclude. what is discussed or presented in front of the class in the group presentation.

In the 3rd cycle of action on the post test results obtained an average value of 77.64, then in this 3rd cycle students have been able to meet the standard scores achieved with mastery learning to get 86.11%, the highest score is 85 and the lowest score is 65 , the number of students who completed was 31 people and the number of students who did not complete was 5 people. In cycle 3, the relationship between group members is very good in working on their group assignments, they are mutually active in their work with each other and can be active in expressing opinions in the question and answer session.

It can be concluded that efforts to improve students' understanding of the material regarding being aware of threats to the Republic of Indonesia through the STAD model are easier to understand for students of class XI MIPA 3 SMA Negeri 1 Pagelaran, Cianjur Regency.

Based on the results of this study, the researchers recapitulated the scores of students' post-test results so that readers could easily understand them as follows:

Tabel 1. Recapitulation of Pre-Action Post Test Results, Cycle 1, Cycle 2, Cycle 3

No	Criteria	Pre Action	Cycle 1	Cycle 2	Cycle 3
1	Total Value Score	2095	2345	2615	2795
2	Average	58,19	65,14	72,64	77,64
3	Total students Complete	3	9	22	31
4	Total students Not Complete	33	27	14	5
5	Completeness Study	8,33%	25%	61,11%	86,11%

The results of the study on efforts to improve the understanding of Civics students on the material to be aware of threats to the Unitary State of the Republic of Indonesia through the STAD Learning Model (Student Teams Achievement Division) experienced an increase in the results of student understanding with the acquisition of cycle 1 = 25%, cycle 2 = 61.11%, and cycle 3 = 86.11%, it can be concluded that this study experienced a very good increase in students. This shows that the teacher's efforts to improve students' understanding of Civics subjects through the STAD learning model get the expected results.

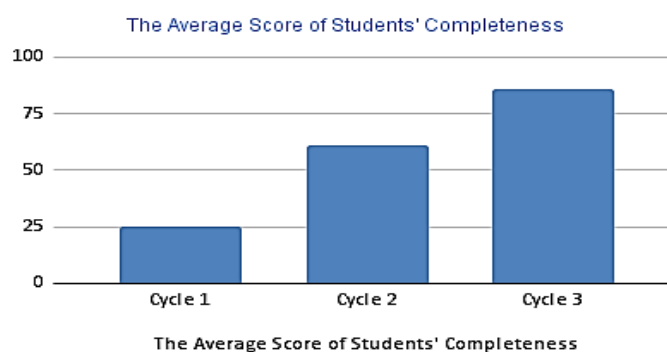


Figure 1. The Average Score of Students' Completeness

4 CONCLUSION

Based on the results of the classroom action research that has been carried out, it can be concluded that the proposed action hypothesis is accepted, meaning that through the STAD method in class IX even semester of the 2021/2022 academic year at SMA Negeri 1 Pagelaran, Cianjur Regency, it is proven to be able to increase students' understanding of the material to be aware of threats to The Unitary State of the Republic of Indonesia is seen from the post test results of students who have increased. This can be shown by an increase in the average class. That is, in the first cycle the average value is 65.14, the second cycle the average value is 72.64, and in the third cycle the average value is 77.64.

It can be said that the use of the STAD learning model can also increase student involvement directly in collaborating with each other, foster a sense of intimacy between students, and communication between teachers and students goes well so that learning is developed and active.

5 ACKNOWLEDGEMENT

The researcher would like to thank the entire family of SMA Negeri 1 Pagelaran Cianjur Regency who has given research permission in class XI MIPA 3 to apply the STAD learning model (Student Teams Achievement Division). The researcher is grateful to Mr. Jan Binsar Marpaung and Mr. Nor Khakim who have provided guidance and provided direction, as well as motivation to researchers in the smooth running of the research. The researcher also thanked Mr. Agus Supiandi was a PPKn teacher for class XI MIPA 3 who had helped and collaborated a lot in carrying out learning using the STAD learning model (Student Teams Achievement Division).

6 REFERENCES

- Halimah, L. (2018). *Pendidikan Kewarganegaraan dan Kosmopolitan*. Gosyen Publishing.
- Hidayat, R., & Abdillah. (2019). *Ilmu Pendidikan: Konsep, Teori, dan Aplikasinya* (pertama ed.). LPPPI Medan.
- Idris, M. (2021). Pengembangan Kurikulum Dengan Pendekatan Model Taksonomi Bloom Dua Dimensi. *Ta'dibi: Jurnal Manajemen Pendidikan Islam*, IX(2), 120-137.
- Kriswintari, D., Yuanita, L., & Widodo, W. (2018). Fostering students' thinking skill and social attitude through STAD cooperative learning technique on tenth grade students of chemistry class. *Journal of Physics: Conference Series*, 1-7. 10.1088/1742-6596/1006/1/012021
- Mudofir, I., Imron, A., Maaliah, E., & Maftuh, M. F. (2019). STAD vs. conventional and learning modality towards English speaking pronunciation learning outcome. *International Journal of Learning and Change*, 11(1), 67-77. 10.1504/ijlc.2019.097169
- Parnawi, A. (2020). *Penelitian Tindakan Kelas (Classroom Action Research)* edisi pertama. Yogyakarta: Deepublish.
- Pasalbessy, C., & Mataheru, W. (2020). Penerepan Model Pembelajaran Kooperatif Tipe Student Teams Achievement Division(STAD) Untuk Meningkatkan Kemampuan Pemecahan Masalah dan Penalaran Matematis. *Jurnal Pendidikan Matematika(Jumadika)*, 2(1), 16-20. <https://doi.org/10.30598/jumadikavol2iss1year2020page16-20>
- Riyanto, J. (2017). Kewaspadaan Nasional Bela Negara Dan Integrasi Nasional. *Wira Edisi Juli-Agustus*, 67(51), 3-38.
- Sunarti, & Rachman, D. (2018). The Effectiveness of Flip Classroom with Student Teams-Achievement Division (STAD) Method to Teach Reading Viewed from Student' English Learning Interest. *Cript Journal*, 3(2), 184-194. <http://dx.doi.org/10.24903/sj.v3i2.246>
- Wahyuni, A. (2018, Agust 06). Comparison effectiveness of cooperative learning type STAD with cooperative learning type TPS in terms of mathematical method of Junior High School students. *Journal of Physics: Conference Series*, 1-7. 10.1088/1742-6596/1013/1/012212
- Wang, I.-T., Wu, T.-T., Chien, Y.-C., & Yueh-Min Huang. (2017, November). Integrating SQ4R and Student Team Achievement Division (STAD) teaching strategies with e-Books to enhance students' english reading comprehension. In *2017 Pacific Neighborhood Consortium Annual Conference and Joint Meetings (PNC)*, 187-192. 10.23919/PNC.2017.8203542