

Differences In Indonesian Learning Outcomes Between Teams Achievement Division and Role-Playing Models

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Abstract

This study aims to compare the learning outcomes of students using the Student Teams Achievement Divisions (STAD) model and the Role-Playing model in Grade III Indonesian language oral reading lessons at Madrasah Ibtidaiyah for the 2024/2025 academic year. A quasi-experimental, post-test-only design was employed, with two classes as the sample: Grade III A, taught using STAD, and Grade III B, using Role Playing, each comprising 25 students. Random cluster sampling was applied. Data analysis revealed that the average score for the STAD class was 83.28, while the Role-Playing class scored 78.44. A hypothesis test confirmed the significant difference between the two methods ($t_{\text{calculated}} > t_{\text{table}} = 3.09 > 2.01$, $\alpha = 0.05$), leading to the rejection of H_0 and acceptance of H_1 . These findings suggest that students taught with the STAD model perform better in Indonesian language oral reading compared to those taught using the Role-Playing model.

Keywords: Learning outcomes, oral reading text, Student Team Achievement Division (STAD).

1 INTRODUCTION

Basic literacy consists of reading, writing, numeracy, science, digital, financial, cultural, and civic literacy, and is also part of 21st-century learning skills. Research conducted by the Programme for International Student Assessment (PISA) in 2015 showed that Indonesia ranked 61st out of 72 participating countries in literacy skills (Yulia Wandasari, 2017; Wulan, 2024; Abdullah & Ningrum, 2024). This indicates that literacy is a significant issue in Indonesia's education system. Every student has different abilities, so their learning success can also be influenced by school factors, including the school's ability to fully facilitate students in recognizing and developing their skills, especially in Indonesian language learning.

Additionally, reading ability greatly influences students' learning outcomes and success (Vioreza & Utami, 2023). Students' reading fluency and accuracy are affected by the activeness and creativity of the teacher. Teachers play a crucial role in improving students' learning outcomes, especially in reading. This important role includes the teacher's role as a facilitator, motivator, learning resource, and organizer in the learning process. Teachers or educators play a crucial role in the realization of national education due to their direct involvement in pedagogical activities at schools (Utami and Vioreza, 2021; Manik & Daulay, 2024). Moreover, teachers are not only required to master the teaching materials, but as subjects, they must also design learning plans according to the approaches and methods used (Utami et.al, 2024; Tracey, D. H., & Morrow, L. M., 2024).

In Indonesian language learning, literacy activities provide a starting point for developing active listening, speaking, creative writing, and analyzing findings in readings. One of the most prominent aspects of literacy development is speaking activities.

Indonesian language lessons still face many challenges, both orally and in writing, with one of the most noticeable issues being speaking skills. Due to these challenges, many students are unable to demonstrate their speaking skills effectively, and some become nervous when asked to speak, fearing they might make mistakes. This significantly affects students' learning outcomes. Learning outcomes are a measure of the success of the learning process (Gopal et al., 2021; Sa et al., 2021). Moreover, learning outcomes reflect the competencies of students who have successfully used content, information, ideas, and tools in their learning (Kristiyani & Budiningsih, 2019; Mahajan & Singh, 2017; Maimuna, 2020). Therefore, learning outcomes are competencies and skills that students must acquire after the learning process (Elde Molstad & Karseth, 2016).

One of the recurring issues in Indonesian language learning outcomes is the need for oral reading activities. Oral reading is the activity of reading aloud while paying attention to word structures (compound words and phrases), pronunciation, pauses, intonation, and expression, with the goal of helping students become fluent readers (Faizah, et al, 2016). Reading aloud helps students focus mentally, provoke questions, and stimulate discussion (Suarsih, 2018). Additionally, reading skills and comprehension are specifically influenced by motivation. To enhance comprehension, students are given the opportunity to finish reading, recall its content, and draw conclusions from what they have read.

The use of the STAD learning model, also known as Student Teams Achievement Divisions, and Role Playing both emphasize the development of deep understanding, critical thinking skills, and active student participation in the learning process (Vioresa, et.al., 2020). The STAD model was developed to make learning more effective and meaningful. With this concept, it is expected to produce student learning outcomes, including understanding their benefits, their status, and how to achieve them. Additionally, the STAD learning model emphasizes activities and interactions among students to help each other master difficult learning materials, while fostering cooperation among peers.

Meanwhile, the Role-Playing learning model involves interactions between two or more students about a topic or situation. Students take on roles according to the characters they portray based on the readings they have previously studied. Additionally, the implementation of the Role-Playing model aligns well with the characteristics of students, especially elementary school students (Suarsana, 2013). The first characteristic of elementary school children is that they enjoy playing, and the second is that they like to move (Suarsana et al., 2013). Therefore, these characteristics require teachers to create a fun learning environment in the classroom, allowing students to learn while playing.

With the implementation of the STAD and Role-Playing learning models, students are expected to take a more active role in the learning process. These models aim to help students understand better, improve their speaking skills, and enhance their reading interest, particularly in Indonesian language learning. Therefore, this study aims to determine the differences between the STAD and Role-Playing learning models in Indonesian language lessons focusing on oral reading materials.

2 RESEARCH METHODS

The research method used in this study is experimental research. Experimental research is a type of study that can test hypotheses to determine cause and effect (Atmazaki, et.al., 2023; Arib, M.F., et al., 2024). The method employed is a quasi-experimental design. In the experimental group I, treatment was administered using the STAD learning model with 25 students, while in experimental group II, treatment was administered using the Role-Playing learning model, also with 25 students. The instruments created were then completed by the students to obtain data.

The obtained data were then analyzed using descriptive and inferential statistics. The presented descriptive statistics include the mean and standard deviation. Inferential statistics were used for data analysis, specifically for prerequisite tests and t-tests. The prerequisite statistical analysis involved normality testing using the Lilliefors test and

homogeneity testing using the F-test. After confirming that the data distribution is normal and that the variances are homogeneous based on the normality and homogeneity tests, the analysis continued with hypothesis testing using the t-test.

3 RESULT AND DISCUSSION

This research was conducted at SD Islam Teladan Suci, with the treatment being administered over three meetings. The sample used consisted of 50 students from Grade III A, which included 25 students in experimental group I using the STAD learning model, and Grade III B, which included 25 students in experimental group II using the Role Playing model. Before the final learning outcome test, the instrument was pilot tested on another sample that had already been taught the oral reading material, specifically on students from Grade III C, comprising 25 students.

3.1 Learning Outcomes

Before the final learning outcome test, the instrument was pilot tested on another sample that had already been taught the oral reading material, specifically on students from Grade III C, comprising 25 students. The results of the pilot test scores underwent validity, reliability, difficulty level, and discrimination tests. After obtaining valid results, the instrument could be used for research in experimental group I and experimental group II. Subsequently, the research scores were calculated using descriptive analysis, which involved creating a frequency distribution table to organize the data into groups, ranging from the smallest to the largest based on specific interval classes and categories (Kuncoro, 2023).

3.1.1 *Learning Outcomes of Indonesian Language Students Taught Using the Student Teams Achievement Divisions (STAD) Learning Model*

The final results of the study on learning outcomes in Indonesian language reading comprehension materials for students taught using the STAD learning model, with a sample size of 25 students, showed the highest score of 91 and a lowest score of 73, with an average score of 83.28, a median of 84, a mode of 85, a variance of 18.13, and a standard deviation of 4.26. Fourteen students achieved above the average score.

The data can then be presented in a frequency distribution list, histogram, and polygon as shown in Table 1.

Table 1. Frequency Distribution of Student Learning Outcomes with STAD Learning

Interval	Frequency (Fi)	Midpoint (Xi)	Real Limits
73-78	4	75,5	72,5-77,5
79-84	10	81,5	78,5-83,5
85-90	9	87,5	84,5-89,5
91-96	2	93,5	90,5-95,5

Based on the data in Table 1, a histogram and frequency polygon can be created for the learning outcomes in Indonesian language reading comprehension materials using the STAD learning model, as shown in Figure 1. It is noted that the highest scores fall within the range of 91-96, with 2 students, while the lowest scores are in the range of 73-78, with 4 students. Additionally, the majority of students' scores are in the range of 79-84, with 10 students.

3.1.2 *Learning Outcomes of Indonesian Language Students Taught using the Role-Playing Learning Model*

The final results of the study on learning outcomes in Indonesian language reading comprehension materials for experimental group II, which was taught using the Role Playing learning model with a sample size of 25 students, showed a highest score of 89 and a lowest score of 61, with an average score of 78.44, a median of 79, a mode of 72, a variance of 43.26, and a standard deviation of 6.57. Thirteen students achieved above the average score.

The data can then be presented in a frequency distribution list, histogram, and polygon as shown in Table 2.

Table 2. Frequency Distribution of Student Learning Outcomes with Role Playing Learning

Interval	Frequency (Fi)	Midpoint (Xi)	Real Limits
61-65	1	63	60,5-64,5
66-70	1	68	65,5-69,5
71-75	6	73	70,5-74,5
76-80	7	78	75,5-79,5
81-85	6	83	80,5-84,5
86-90	4	88	85,5-89,5

Based on the data in Table 2, a histogram and frequency polygon can be created for the Indonesian language learning outcomes in reading aloud materials using the STAD learning model, as shown in Figure 2. It is observed that the highest scores fall within the range of 86-90, with 4 students, while the lowest scores are in the range of 76-80, with 7 students.

3.2 Testing Data Analysis Requirements

In order to test the statistical hypothesis, the researcher first determined which statistical test was appropriate to use (Supardi, 2013). The Lilliefors test with a significance level of 0.05 was then used. Based on the calculations, the $L_{calculated}$ for the data from the experimental group I was 0.10, and the $L_{calculated}$ for the data from the experimental group II was 0.07. Both values are less than the L_{table} of 0.17 at $\alpha=0.05$. Therefore, it can be concluded that the data from both experimental group I and experimental group II are normally distributed.

Homogeneity testing was conducted using the F-test, with the condition that $F_{calculated}$ is less than F_{table} . The homogeneity test results showed $F_{calculated} = 0.41$ and $F_{table} = 1.98$ at a significance level of 0.05. Since $F_{calculated} = 0.41 < F_{table} = 1.98$, it can be concluded that the variances of both learning groups are homogeneous.

The results of the distribution and variance tests allowed for a t-test analysis. The research hypothesis formulated was that there is a difference in Indonesian language learning outcomes between the STAD learning model and the Role-Playing learning model, where $t_{calculated} = 3.09 > t_{table} = 2.01$. Therefore, the accepted hypothesis states that there is a significant difference between the STAD and Role-Playing learning models in terms of Indonesian language learning outcomes for the oral reading material at SD Islam Teladan Suci.

3.3 Data Analysis Prerequisite Testing

The analysis of students' learning outcomes in this study showed a normal distribution, and both experimental classes were homogeneous. The average learning outcome for the STAD class was 83.28, while the average for the Role-Playing class was 78.44. A hypothesis test using the t-test was then conducted, resulting in $t_{calculated} = 3.09$ and $t_{table} = 2.01$. Since $t_{calculated} > t_{table}$, it can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Based on the statistical calculations, the research

results indicate a difference in students' learning outcomes. The learning outcomes of students taught using the STAD learning model were better than those using the Role-Playing model.

This finding is consistent with Pasa's research at SMA Negeri 1 Wamena, which found that the STAD learning model is more effective than conventional models. In STAD, group discussions with peers make students more active in the learning process and increase their socialization (Pasa, 2013). Additionally, Nika's research at Mts Muslihat NU Palangka Raya showed that students tend to be more active during the learning process when using the STAD model (Nika, 2021). This aligns with Muldayanti's statement that interest is related to the feelings of joy or fondness someone experiences during an activity, which influences their participation (Muldayanti, 2013).

The STAD model is also highly suitable for teachers to boost student interest. Teachers encourage students to motivate and help each other to achieve the best group scores. As Sharan notes, students will strive for their group to receive high marks, thereby working hard to enhance the interest of their group members (Sharan, 2014).

In another study conducted by Sutriyono at SMP Negeri 1 Getasan, the effectiveness of the STAD learning model was evident, as STAD students were more active in responding to lessons taught by teachers. The STAD model also improves students' learning outcomes through active participation in discussions and by training critical thinking skills.

At the start of the study, students were hesitant and lacked confidence in presenting their discussion results in front of the class or role-playing according to the material taught. However, in subsequent meetings, students became more accustomed to asking questions, discussing with all group members, and role-playing in front of the class. This process helped build self-confidence and courage in students through the use of the STAD and Role-Playing models in Indonesian language lessons on oral reading materials.

4 CONCLUSION

Based on the data processing and analysis, the conclusion that can be drawn by the researcher is that there is a significant difference in learning outcomes when using the Student Teams Achievement Divisions (STAD) and Role-Playing models. The research hypothesis proposed by the researcher was accepted, showing that the learning outcomes of students taught using the STAD model were higher compared to those taught using the Role-Playing model. Therefore, educators should not rely solely on traditional methods such as lectures that require students to simply listen to their teacher's instructions or explanations. Instead, they should employ learning models that can create a fun learning environment and enhance students' interest and talents, especially in Indonesian language learning.

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