Education and Human Development Journal
Tahun 2024; Vol. 9 (3); ISSN. 2541-0156; e-SSN. 2599-0292; hal. 307-314
https://journal2.unusa.ac.id/index.php/EHDJ/index
doi : 10.33086/ehdj.v9i3

The Effect of STAD (Student Teams Achievement Division) Model On Student Participation of Class III Elementary School

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Abstract: This study aims to understand how the STAD model, assisted by Sangtar props, affects the learning activeness of third-grade students in elementary school. A quasi-experimental design with non-equivalent control groups was used. The participants were third-grade students from SDN Jatijajar 01 (experimental group) and SDN Jatijajar 02 (control group). Data were collected through questionnaires, observation sheets, unstructured interviews, and documentation. Data analysis involved Simple Linear Regression and Independent Sample T-Test. The findings indicate that the STAD model significantly enhances student learning activities, as evidenced by a sig value of 0.002 in the Independent Sample T-Test. However, a negative effect was observed in the Simple Linear Regression Test, with a sig value of 0.000.

Keywords: Student Engagement; STAD; Cooperative Learning; Elementary Education; Learning Activities.

Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh model STAD berbantuan alat peraga Sangtar terhadap keaktifan belajar siswa kelas III sekolah dasar. Desain eksperimen semu dengan kelompok kontrol yang tidak setara digunakan. Partisipannya adalah siswa kelas III SDN Jatijajar 01 (kelompok eksperimen) dan SDN Jatijajar 02 (kelompok kontrol). Data dikumpulkan melalui angket, lembar observasi, wawancara tidak terstruktur, dan dokumentasi. Analisis data menggunakan Regresi Linier Sederhana dan Uji Independent Sample T-Test. Hasil penelitian menunjukkan bahwa model STAD meningkatkan aktivitas belajar siswa secara signifikan, dibuktikan dengan nilai sig sebesar 0,002 pada Independent Sample T-Test. Namun terdapat pengaruh negatif pada Uji Regresi Linier Sederhana dengan nilai sig sebesar 0,000.

Kata kunci: Keterlibatan Siswa; STAD; Pembelajaran kooperatif; Pendidikan dasar; Kegiatan Pembelajaran.

INTRODUCTION

The goal of education is to equip pupils for a life that is changing at an ever-increasing rate. Additionally, it offers a chance to put scientific and technological concepts to use for the benefit of all people (Idayani, 2018). Students change as a result of the learning process. Learning-related changes can take many different forms, such as affective, cognitive, and psychomotor changes. Active learning necessitates the collaboration of teachers and students in order to complete learning activities (Prasetyo & Abduh, 2021). Students' active participation in the learning process can be evaluated through constructive actions or those that result in changes in mastery throughout the course of the learning process (Putra et al., 2018). Character is necessary in addition to activity to ensure that students succeed in their studies. their who possess good character are capable of making decisions and willing to accept responsibility for the results of their decisions.

(Budiasih & Warnesih, 2021) said that the involvement of educators is necessary to optimize the learning process. If education is implemented correctly in respect to the goals that need to be met, then it will be considered successful.. Teaching is more than just assisting students in gaining the information, abilities, attitudes, concepts, and appreciation necessary to transform their

Submitted: 8 Agustus 2023 Accepted: 12 September 2024 Published: 29 November 2024

behavior and advance as individuals. Here, the teacher's job is understood to be that of a facilitator of learning. Teachers and students participate in the learning process since it is the main component of education and attempts to modify students' behavior. Together, they identify the variables that might have a significant impact on education as a whole. (Rokhanah et al., 2021). The learning process needed to be reoriented from its previous teacher-only orientation. Learner-centeredness is essential in today's teaching and learning processes. These days, educators play a crucial role in helping students learn by acting as facilitators. Teachers must establish an engaging and innovative learning environment in order to raise the standard of instruction (Rokhanah et al., 2021). Due to the traditional nature of education, students must participate more actively in the process (Suryani & Hawa, 2019). In addition to pupils, teachers also have a significant impact on learning, particularly at the start, throughout, and after the learning process (Malihatul Hawa et al., 2021).

Based on interviews with third grade teachers at SD Negeri Jatijajar 01 and SD Negeri Jatijajar 02 Bergas Subdistrict on March 15, 2023, researchers found that teachers at SD Negeri Jatijajar 01 and SD Negeri Jatijajar 02 on average teach without preparation such as lesson plans, without learning aids and in teaching the lecture method is still applied which only focuses on the teacher, so that communication is one-way and student activities in the learning process are limited to listening and recording what is said and written by the teacher which is then continued by completing the tasks given by the teacher. A few of the issues raised by the interview results were further supported by the findings from the researcher's preliminary study questionnaire, which was completed by third-grade students, as well as the results of observations. Based on the observation results, it shows that the average activeness of third grade students of SDN Jatijajar 01 is 60% and SDN Jatijajar 02 is 62%, thus getting an average of 61%. Meanwhile, based on the results of the questionnaire that has been conducted, which is known based on 8 indicators of student learning activeness, researchers found that the level of student learning activeness is still low, which is 56.93%.

According to (Abrori et al., 2023), teachers need to be adept in class management, learning model selection, and effective learning design. The STAD (Student Teams Achievement Division) cooperative learning approach is one tool that educators can employ to boost students' learning activity. One way to get students more involved in class is through the cooperative learning paradigm known as STAD (Student Teams Achievement Division). Abrori et al., 2023 state simplest method for cooperative learning is the STAD (Student Teams Achievement Division) learning model. This is a straightforward strategy that is ideal for educators who are unfamiliar with the cooperative approach.. According to (Mustika et al., 2022) using instructional aids can help promote increased student learning activity in addition to implementing learning models. The employment of instructional aids can raise students' interests, feelings, and thoughts by transmitting messages from the giver to the recipient.. (Legiman, 2021) claims that one of the things that encourages students to become more curious and actively participate in learning activities is the usage of teaching aids.

One way to get students more involved in class is through the cooperative learning paradigm known as STAD (Student Teams Achievement Division). in educational endeavors. According to (Asmedy, 2021) the model of learning The simplest method for cooperative learning is called Student Teams Achievement Division, or STAD for short. Teachers who are unfamiliar with the cooperative approach can benefit from this straightforward concept. fresh to the collaborative methodology. When using the STAD learning approach, the instructor gives the students a problem to tackle in groups through discussion. tackle problems collectively by holding group discussions. A quiz will be given at the conclusion of the exercise to gauge the students' comprehension and level of learning. comprehension of pupils. (Lubis et al., 2018) argues that a particular kind of learning approach called the STAD (Student Teams Achievement Division) places a strong emphasis on student interactions and activities that encourage and comprehend

one another. places a strong emphasis on student participation and engagement to inspire one another, assist them understand the content, and increase their chances of success. assist them in mastering the course material and achieving their goals.

According to (Sudarta, 2022) teaching aids are learning tools that are deliberately made and prepared by the teacher to present or explain the subject matter and are used to involve students directly in learning. The use of teaching aids is very necessary because it makes students' thinking more concrete. Therefore, it is very important to use these props as a means of delivering material so that students can understand well. During the learning process, teaching aids not only serve as a tool for teachers to attract learners' attention, but also allow teachers to convey messages to the learners themselves.

Proven through research conducted by (Hidayah & Kartika Yuni Purwanti, 2022) "The Effect of STAD (Student Team Achievement Division) Cooperative Learning Model Assisted by Animaker Props on Activeness and Social Attitudes at Candi 03 State Elementary School" . The study's findings demonstrated variations between the experimental and control groups. The average student learning activity in the experimental class is 85.7%, compared to 74.7% in the control group. As can be observed, the experimental class has a higher average. This is because, throughout the learning process, the experimental class is given the treatment of animaker media with the STAD model, which raises the degree of student activity. Another way to demonstrate this is to examine the sig value of 0.00 <0.05. Consequently, it can be said that there is an.

Based on the background information provided above, the following questions can be asked: Does the use of STAD models with sangtar props differ from the use of STAD models in terms of student learning activity, and does using STAD models with sangtar props have an impact on students' level of activity in third grade elementary school? The goal of this study is to determine how student learning activity differs when using STAD models with sangtar props versus STAD models, as well as how using STAD models with sangtar props affects students' learning activity in third grade elementary school.

METHOD

According to Firmansyah dkk 2021 research is activity that follows a set of procedures with the goal of learning something in-depth and critically while looking for facts. cautiously and critically while employing certain procedures to gather facts. An issue that needs a precise solution gives rise to the need for in-depth knowledge. Problem that requires a correct answer.The research that researchers use is quantitative research using experimental methods. Quantitative research is research used to test hypotheses using accurate statistical tests. Meanwhile, an experiment is a study designed in such a way that the event can be isolated from other influences. Researchers used a nonequivalent control group design, a type of quasi-experimental design. In this study, learning didn't start until the pretest approach was applied.

This research was conducted at SDN Jatijajar 01 and Jatijajar 02, Bergas Subdistrict in Grade 3. This school was chosen as a research site, among others, because from the results of researcher observations, this school in learning still uses lectures without educational materials, which prevent students from actively participating in the learning process and force them to only imagine what the teacher is saying rather than seeing it for themselves.

According to Amin dkk 2023 Population can be interpreted as all elements in the research includes objects and subjects with certain characteristics and characteristics, a more complex definition of population is that population also not just the number of subjects studied, but includes all the characteristics or traits possessed by the subject.. The population in this study were all students of SDN Jatijajar 01 and SDN Jatijajar 02. In accordance with the data that has been known that the third grade of SDN Jatijajar 01 shows an average result of 54.5% while the

third grade of SDN Jatijajar 02 shows 59.37%. So as a sample, the researcher chose the third grade of SDN Jatijajar 01 which had a low average as the experimental class and the third grade of SDN Jatijajar 02 as the control class.

Data collection technique is a way method taken by the researcher in obtaining research data, and is a very strategic step in the methodology research (Ardiansyah et al., 2023).The data collection techniques used in this study are as follows:

1. Observation

The observation technique is a technique used to determine whether the learning that has taken place is appropriate and to find out how active students are after treatment.

2. Questionnaire

Questionnaire is a data collection technique by providing statements that can be answered by respondents. The questionnaire used in the study is a closed questionnaire, where the respondent only answers by putting a check mark on the statement that he thinks is appropriate.

3. Unstructured interview

Unstructured interviews are unplanned conversations conducted without following predetermined criteria that have been developed thoroughly and methodically for the purpose of gathering data. Only the essential aspects of the issue are covered by the interview questions.

4. Documentation

Documents can be in the form of images, works, and writings from a person. Documentation is used by researchers as data that reinforces the results of research that has been carried out.

Data analysis according to (Sugiyono, 2019) is the methodical process of gathering data from field notes, interviews, and documentation by classifying, dividing, synthesizing, and compiling into patterns; selecting which patterns are significant and will be further investigated; and drawing conclusions that are understandable to oneself and others. Data collection technique is a way method taken by the researcher in obtaining research data, and is a very strategic step in the methodology research. The data analysis techniques used in this study are as follows:

1. Validity Test

Learning devices that have been validated by experts are then analyzed descriptively or quantitatively using SPSS calculations. A question item is considered valid if each response provided while submitting a list of questions has a validity value greater than 0.2. According to the aforementioned validity trial results, out of the 27 statements, 16 were deemed legitimate, while 11 statement items were deemed invalid due to corrected item to total correlation coefficient values being less than 0.2. There were sixteen statement items utilized for the pretest and posttest. Of them, eleven were found to be invalid; this is because the sixteen legitimate statement items were already used to represent the indicators in the statement grid.

2. Reliability Test

Reliability, then, is synonymous with consistency. The degree to which a measuring tool can be relied upon to accurately describe a person's competence is measured by its reliability. The reliability statistics indicate that the Cronbach's Alpha coefficient is 0.672. Thus, it can be said that the employed statement instrument falls into the high dependability / acceptable category.

3. Level of difficulty

Finding the problem's degree of complexity is the goal of calculating its level of difficulty. There were five questions in the medium group and twenty-two in the easy category, according to the researchers' analysis of the questions' difficulty level.

4. Differentiating Power

A question's ability to discern between pupils with high and low ability is known as its differentiating power. There are seven numbers in the good category, eleven in the good category, and nine in the fair category, according to the researchers' analysis of the questions' differentiator test.

5. Normality Test

The normality test is used to determine whether the distribution is normal or abnormal. The test used is the Shapiro Wilk test. According to (Quraisy, 2022) The Shapiro Wilk test is one of the data calculation methods created by Shapiro and Wilk. This method is a valid and effective normality test method used for samples with small numbers.

6. Homogeneity Test

The homogeneity test is used to assess the homogeneity of the data. Levene's test, a statistical test with a significance level of $\alpha = 0.05$, was employed in this investigation. The experimental and control class prestest scores have a significance value of 0.979>0.05, according to the results of the homogeneity test of student learning activeness that was conducted on third grade students of SD N Jatijajar 1 & SD N Jatijajar 1. The experimental and control groups have a significance value of 0.784> 0.05 for the posttest results. Thus, it can be said that the third-grade pupils of SD N Jatijajar 1 & SD N Jatijajar 1 participated in the homogeneity test of the experimental and control classrooms.

7. Independent Sample T-Test

The independent t-test is conducted to compare the average between 2 groups, namely the experimental group and the control group with the same average value or not.

8. Simple Linear Regression

The amount to which the independent variable influences the dependent variable is ascertained by the regression test. If the value of the independent variable changes, regression tests can also be used to estimate changes in the dependent variable.

RESULT AND DISCUSSION

1. Independent Sample T-Test

The outcomes of the hypothesis test were ascertained using the independent sample t test. The independent sample t test requires homogenous data that is normally distributed as its primary prerequisite. An independent sample t test from this investigation is shown below.

Table 1. Independent sample t test

No	Class	Mean	Sig.
1	Control	65,50	0,002
2	Experiment	74,88	0,002

		Levene's Test for Equality of Variances				
		F	**Sig.**	**T**	**df**	**Sig. (2-tailed)**
Results of student learning activity	*Equal variances assumed*	0,076	0,784	3,459	33	0,002
	Equal variances not assumed			3,547	17,556	0,002

Tabel 1 menunjukkan hasil Independent Sample T-Test yang menunjukkan adanya perbedaan keaktifan belajar yang signifikan antara kelompok eksperimen dan kelompok kontrol (p=0,002).

Table 2. Observation Results of Student Learning Activity

Class	Learning	Precentasion (%)	Criteria
Class III SDN Jatijajar 02 (Control Class)	1	68%	Baik
	2	69%	Baik
	3	75%	Baik
		70,6% (Baik)	
Class III SDN Jatijajar 01 (Experimental Class)	1	65%	Baik
	2	72%	Baik
	3	80%	Baik
		72,3% (Baik)	

In the table it can be seen that the significance value is 0.002 <0.05, Therefore, it can be concluded that Ho is rejected and Ha is accepted. According to these findings, class III's learning activity was shown to differ between the experimental and control groups when the STAD model was used in conjunction with sangtar props. The experimental class's average value of 72.3% is higher than the control class's average of 70.6%. These findings indicate that, in comparison to learning using the STAD model alone, adding sangtar props to support learning can significantly improve the level of learning activity among third-grade children. In light of the findings of the research, the STAD model with assistance from

Through these results it can be said that the use of the STAD model assisted by sangtar props in the experimental class can increase student learning activeness. The influence of the STAD model assisted by media on learning activities is that students can help each other in mastering learning materials, then can provoke student curiosity so that students dare to ask questions or talk about difficulties in mastering the subject matter. The use of media also turned out to be able to attract students' interest and activeness in participating in learning supported by (Kusumawardani et al., 2018) in his research stated that by using media-assisted STAD model, students can increase their learning activeness. By applying the STAD model, it can provide opportunities for students to discuss with each other, motivate their friends to help each other, and solve problems and understand the subject matter. That way, it can be concluded that by applying the STAD model with the help of sangtar props can increase student learning activeness. While the study demonstrates the effectiveness of Sangtar props, the small sample size limits generalizability. Future research should include larger samples and explore long-term impacts.

2. Simple Linear Regression

A statistical technique called simple linear regression looks to simulate the relationship between two random variables when only one random variable is present affects the other random variable, what is meant by linear in RLS is that the dependent variable (Y) has a linear relationship in the form of a straight line to the regression parameters.While the meaning of simple in RLS indicates that the regression model formed only involves one independent variable (X) and one dependent variable (Y). Results of the Effect of Using the STAD Model aided by Sangtar Props on Student Learning Activity.

Table 3. Simple Linear Regression

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	**Regression**	400.415	1	400.415	25.453	.000[b]
	Residual	361.825	23	15.732		
	Total	762.240	24			

a. Dependent Variable: Keaktifan Belajar
b. Predictors: (Constant), Model STAD

The significant value, as indicated by the table, is 0.000 <0.05. Thus, it can be said that student learning activity (Y) is influenced by the implementation of the STAD model with the help of sangtar props (X). The study's findings indicate that using the STAD model with prop assistance encourages students to participate enthusiastically and actively in learning activities, which in turn leads to changes in students' social attitudes. This is demonstrated by the findings of the simple linear regression test. This is because of the experimental class learning or receiving therapy for three meetings, as seen in the table, where there is an increase in the learning that is done. Depending on the outcomes of the data gathering by utilizing questionnaires and student observation sheets, it is possible to observe that the social attitude indicators that begin with the indicators of visual, auditory, writing, oral, drawing, motor, mental, and emotional activities are those that have the highest average.

CONCLUSION AND SUGGESTIONS

There is a difference in the application of the STAD model assisted by sangtar props on student learning activeness, according to the conclusion that can be made based on data analysis and discussion regarding the effect of the model on the learning activeness of third grade elementary school students. The study found that the use of the STAD model assisted by Sangtar props significantly enhances student engagement in third-grade elementary school students. This study confirms that the STAD model with Sangtar props is more effective in promoting student engagement compared to the STAD model alone, meeting the primary objectives of the research. Educators should consider incorporating visual aids like Sangtar props in cooperative learning models to foster higher levels of student engagement. While the findings are promising, the study's small sample size limits generalizability. Future research should explore the long-term effects of using Sangtar props in diverse educational settings.

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