Student Team Achievement Division (STAD) Model in Increasing Economic Learning Outcomes

Elpisah Elpisah, Saidna Zulficar Bin-Tahir

Abstract—This study aimed to: 1) Know the application of the STAD type learning model in economic subjects, 2) Measure the increase of student learning outcomes in economic subjects by using the STAD type cooperative learning model. This research is a Classroom Action Research (CAR). The subjects of this study were 30 students of class IX Maros 11 Public Middle School consisting of 18 women and 12 men. The results showed that the mastery learning of students in the first cycle was 66.7% (20 students) and in the second cycle increased to 93.3% (36 students). The increase in class average scores also increased in cycle I to cycle II, from 66.7% in cycle I to 93.35% in cycle II. The researchers concluded that the application of the STAD cooperative learning model can improve students’ economic learning outcomes.

Index Terms—STAD, Cooperative Learning Model, economic, Student Learning Outcomes.

1 INTRODUCTION

Education is one of the determinants of the nation’s quality of life [1],[2]. The role of education is very important in developing knowledge, abilities and skills for a person to achieve a goal [3]. The low education aspect will make a person difficult to develop and even underdeveloped [4]. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which states that the education sector is one of the main priorities in national development in Indonesia where national education has a very important function and purpose. Thus, to improve the quality of education, reforms are carried out National Education. One solution is to Improve School-Based Quality Management in order to improve school quality and implement an appropriate curriculum, create effective motivation and innovation for teachers through dialogue and apply attractive learning models. In order to increase the relevance of learning programs it is necessary to develop curriculum and be responsive to the development of information and technology and the demands of education decentralization [5].

Education is one of the determinants of the nation’s quality of life [6], [7]. The role of education is crucial. One of the keys to success in student success is an effective learning process. Cooperative learning is a methodology that is often used in several learning activities in schools in order to improve students' understanding of a subject through a structured approach to making, analyzing and applying a concept [8], [9], [10]. Basically each learning model used will direct us how to design learning that can help students to achieve learning goals [11]. Cooperative learning leads to positive outcomes such as higher learning outcomes, positive attitudes towards a subject, mutual acceptance of differences in between students, and student activity is increasing [12]. The learning model applied by teachers in class greatly influences students' learning abilities and outcomes causing students to be active in the learning process in the class, through groups or individually [13]. A teacher is considered a source of knowledge in teaching and learning activities in schools [14]. Therefore, teachers have an important role in choosing effective learning strategies and models [15], [16] and are beneficial for the psychological condition of students [17] to improve cooperation and student activeness [18] can practice the ability, understanding, train the thinking ability of students to build their mental and knowledge can be done effectively and efficiently [19] in developing knowledge, abilities and skills for a person to achieve a goal. The low education aspect will make a person difficult to develop and even underdeveloped [20]. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which states that the education sector is one of the main priorities in national development in Indonesia where national education has a very important function and purpose. Thus, to improve the quality of education, reforms are carried out National Education. One solution is to Improve School-Based Quality Management in order to improve school quality and implement an appropriate curriculum, create effective motivation and innovation for teachers through dialogue and apply attractive learning models. In order to increase the relevance of learning programs it is necessary to develop curriculum and be responsive to the development of information and technology and the demands of education decentralization [21].

In the teaching and learning process, a teacher tends to be a center of learning while in the 2013 curriculum learning must focus on students, encourage students to actively make observations, train students to more actively ask questions, and convey ideas. Learning models that do not focus on student involvement will result in students becoming less active, not independent, and reducing the confidence of students to express their own opinions, not trained to think creatively so that learning achievement is low, students only listen, write, sit and be quiet and follow what is conveyed by the teacher even though they should be active in learning [22]. Based on observations, the learning model used by the teacher has not been use learning models that lead to student
involvement and activeness in learning, learning has not been centered on students, teachers use more conventional methods in teaching economic subjects, so that makes students feel bored. One solution to overcome these problems is the application of cooperative learning models Student Teams type Ac Division of Achievement (STAD) used in student learning to create active learning and to achieve maximum learning outcomes for students [23]. Cooperative learning with STAD type cooperative techniques is the simplest learning model appropriate for teachers who are just starting to apply cooperative learning [24]. Student learning becomes better after applying the STAD type cooperative learning model caused by students being highly motivated, and active in the learning process. The STAD Cooperative Learning Model can also be used by teachers in teaching social studies subjects and other material to improve student learning outcomes. Learning outcomes are behavioral changes in cognitive, affective, and psychomotor fields. While Anni & Chatarina [25] suggested that learning outcomes are changes obtained by learners through learning experiences. Improved learning outcomes can occur because processes and approaches are more optimal for teaching and learning to place students as students' creative objects.

Slavin suggests that the Student Teams Achievement Division (STAD) type of learning model emphasizes the activities and interactions between students and other students, motivating each other and helping in understanding a subject matter, STAD also integrates the application of lecture, discussion and questioning methods as well as creating an active learning process through patterns of student and teacher interaction so as to foster togetherness and openness during the teaching and learning process in the classroom teaching and learning [26]. An effective learning process should involve the active role of students in various activities to achieve the objectives learning help each other among students in mastering the abilities taught by the teacher. In the STAD type cooperative learning model the activities undertaken are: 1) Students are divided into small groups 4 -5 people, 2) Make a plan of learning such as worksheets and quizzes, 3) Read the tasks performed by the team, 4) Give quizzes, evaluations or assignments, 5) Make individual scores and team scores, 6) Recognition of student achievement.

Several researchers have examined the application of the STAD type learning model as conducted by Suyono [27], the results of their research found that the application of the STAD type cooperative learning model can improve student learning outcomes. However, in contrast to the findings of Abu & Bunga which states that the application of cooperative learning methods is no more effective than non-cooperative learning related to the improvement of student learning outcomes with economic subjects, the two methods of learning are the same.

Based on the phenomenon and research gap, this research uses STAD type cooperative learning methods. The reason for using the STAD type learning model is because the simplest learning model is appropriate for teachers who are just starting to apply cooperative learning. The study areas used in this study are economic subjects, because with economic learning students are directed to have wise attitude and rational thinking for the students themselves as well as for the household, community and state life. The purpose of this study is to determine the application of the STAD type learning model in economic subjects and to find out the increase in student learning outcomes in economic subjects by using the STAD type cooperative learning model.

2 Method

This research is a classroom action research conducted in collaboration with economics teacher to obtain learning information. Classroom Action Research (CAR) is a research activity conducted on a number of targeted subjects, namely students and aims to improve the learning situation in the classroom so that there is an increase in the quality of learning [28]. The subjects of this study were 30 students of class IX Maros 11 Public Middle School consisting of 18 women and 12 men. In this study using a cooperative learning model type Student Teams Achievement Division (STAD) that allows students to be more active in developing skills, attitudes so that learning outcomes of students can be maximized according to learning objectives. Data analysis techniques are descriptive statistical data analysis. The method of collecting data through observation is by directly observing the learning process, the tests conducted are written tests to determine the extent to which students master the material presented, interviews conducted by researchers to teachers and students to find out the learning process in depth.

The instrument used in this study with economic subjects is student learning outcomes with a Minimum Completeness Criteria (MCC) > 75. According to Arikunto, a research instrument is a tool or facility used by researchers in collecting data to make it easier and more results both in the sense of being more careful, complete, and systematic so that it is easier to process. On the observation sheet that is a sheet containing indicators of the learning process in carrying out observations in class, the percentage of student activity in teaching and learning activities is 75%. The average value of students reached 75%. The test used in this study was a multiple choice test, while non-tests used the observation method. The research procedure consisted of: planning, implementing, observing and reflecting.

3 Results and Discussion

Based on the results of research in an effort to improve economic learning outcomes, the results of research in cycle I experienced a change in cycle II where on the observation sheet in the first meeting of the first cycle, students who actively read economic material at the first meeting of active students 18 students (60%), increased to 21 students at the second meeting (70%). Students who actively worked together in groups, at the first meeting 14 students (46.7%), and at the second meeting increased to 16 students (53.3%), at the second meeting increased to 17 students (56.7%) Students who actively worked on assignments, at the first meeting 20 students (66.7%), increased at the second meeting to 23 students (76.7%). The student activities observed in learning activities can be seen in table 1.
The changes that occurred in the second cycle of students who actively read economic material at the first meeting of active 26 students (86.7%) increased to 29 students in the second meeting (96.7%). Students who actively worked together in groups, at the first meeting 24 students (80%), and the second meeting increased to 28 students (93.3%), students who actively expressed opinions in groups, at the first meeting 23 students (76.7%), and at the second meeting increased to 27 students (90%) Students who actively worked on the task, at the first meeting 25 students (83.3%), increased at the second meeting to 28 students (93.3%). The student activity data in the first cycle were 66.7% (20 students) and increased in the second cycle to 90% (28 students). Thus, the student learning outcomes from cycle I to cycle II. Indicators of success with the Minimum completeness Criteria (MCC) is 75%, then the completeness of student learning outcomes in the second cycle has met the minimum completeness criteria because it reached 93.3%. While the average class score also increased from cycle I to only 60% to 87.5% in cycle II as shown in diagram 1. These findings are in line with the results of research conducted by Sholichah et al., which stated that the application of STAD cooperative learning models can improve student learning outcomes. These findings state that STAD type cooperative learning methods are straightforward and more comfortable to apply according to the support of the theory from Slavin that STAD type cooperative techniques are the simplest learning method appropriate for teachers who are just starting to apply cooperative learning. The application of cooperative learning in Maros 11 Public Middle School with improved student learning outcomes is supported by a statement from Cohen that cooperative learning can improve positive attitudes, and student activity is increasing. However, this finding refutes previous findings from Abu & Bunga which state that the application of cooperative learning methods is no more effective than non-cooperative learning related to improving student learning outcomes with economic subjects.

4 Conclusion

Based on data analysis about the completeness of student learning outcomes in class IX students of Maros Middle School in economic subjects that the application of the STAD type cooperative learning methods used in the teaching and learning process can improve student activity and learning outcomes. Student learning outcomes from cycle I to cycle II with indicators of success that have been determined in the study that is at least 75% of students who take part in the teaching and learning process and the minimum completeness criteria (MCC) is 75, then the completeness of learning outcomes of class IX students of SMP Negeri 11 Maros has met indicator that has been set is reaching 87.5 % in the second cycle, from the first cycle that has not met the success indicator that is the completeness of student learning outcomes only reaches 60 %. While the increase in class average scores also increased in cycle I to cycle II, i.e., from 66.7% in the cycle, I increased to 93.35% in cycle II. Thus the STAD type cooperative learning method can improve student learning outcomes, so it is recommended that teachers teach economic subjects can apply the STAD cooperative learning model with the assumption that the application of the STAD model is straightforward and easy to use in class. Besides, the teacher can choose other cooperative learning models that can increase activeness, motivation and lead to student involvement in the learning process so that learning is student-centered.
REFERENCES


