

The Effect of the Use of the Stad type Cooperative Learning Model on the Learning Outcomes of Ipas Students in Grade V of Sd Inpres 1 Kayumalue Pajeko

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ABSTRACT

This study aims to find out whether there is an effect of the use of the STAD-type cooperative learning model on the learning outcomes of IPAS students in grade V of SD Inpres 1 Kayumalue Pajeko. This research is a quantitative research, the type of research is quasi experimental. The population in this study is all grade V students of SD Inpres 1 Kayumalue Pajeko for the 2024/2025 school year, a total of 42 students consisting of 21 students in the experimental class, 21 students in the control class. The sample extraction technique uses the saturated sample technique. The data collection technique uses learning outcome tests, interviews and documentation. Data analysis uses descriptive analysis. The average score of the experimental pretest was 62.38 while the average value of the pretest control was 51.90, the average score of the experimental posttest was 78.10 while the average posttest control was 61.90. The results of the research that has been conducted at SD Inpres 1 Kayumalue Pajeko concluded that there is an influence of the STAD-type cooperative learning model on the learning outcomes of IPAS students in grade V of SD Inpres 1 Kayumalue Pajeko. It is evidenced by the results of hypothesis testing using the Paired T Test at a significant level of 5% (0.05) obtained a significant value of 0.000. Because of the significant value of the T-test <0.05 (0.000 <0.05), H_a was accepted and H_o was rejected. Therefore, this study shows that the STAD-type cooperative learning model has a higher influence on student learning outcomes in social studies learning

INTRODUCTION

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Aliyyah, et al (2021: 54) Education as an investment in the future for the society of a nation. Education is not only directed to make human beings as a means of production, as the capitalist concept for the mastery of science and technology for the sake of the continuity of power hegemonic but education must be subordinated to the process of forming a whole human being. Rashid (2015: 566).

Education in schools is a structured and tiered education path starting from primary education, secondary education and higher education. Elementary school is an educational institution that has the objectives of elementary school education, namely: 1). Guiding the growth and development of physical and spiritual students, talents and interests, providing basic knowledge, skills and attitudes that are beneficial for students. 2). Forming good citizens. 3). Continuing Education to the secondary education level. 4). Have basic skills, knowledge and attitudes to work in the community. 5). Skilled in living in society and can develop themselves in accordance with the principles of lifelong education. suharjo (2006: 8), in Kurniawan (2015:46)

Education plays a very important role in improving knowledge, experience, and even individual quality, one of which is through the learning process at school. The principle of education in general is an effort to develop and improve the activities of teachers and students. The success of learning in the sense of achieving competency standards is highly dependent on the ability of teachers to manage learning that allows students to learn more interactively..

However, in reality, the researcher found during observations in grade V of SD Inpres 1 Kayumalue Pajeko, that the learning process in the classroom still uses conventional learning methods and is less creative in delivering material, so that it can be said that students tend to be easily bored and less enthusiastic in receiving the material delivered by the teacher and even students are less actively involved in the learning process activities, It can be seen from the presentation of student completeness in the science subject, which is in 66% of students who are complete (14 students) and 34% of students who have not completed (7 students). Seeing these conditions, teachers must make improvements in the learning process that are able to increase student understanding, motivation and learning activity by using an effective learning model.

One of the effective learning models to improve student learning outcomes is the STAD-type cooperative learning model. The STAD-type cooperative learning model is one of the simplest learning methods. This model was first developed by Robert Slavin and his friend at John Hopkin University. Rusman (2010) in Hazmiwati (2018: 179).

LITERATURE REVIEW

STAD-type cooperative learning is one of the cooperative models using small group members with a heterogeneous number of 4-5 students. Cahyani, et al (2017: 4) in Asmedy (2021: 110). STAD type cooperative learning is a learning model that motivates students to help each other and support each other in mastering the material given by the teacher, by using the STAD model students will not get bored easily and. can be more active in the classroom.

In connection with the above background or problems, the researcher is interested in conducting a study "The Effect of the Use of the STAD Type Cooperative Learning Model on the Learning Outcomes of IPAS Students in Class VA of SD Inpres 1 Kayumalue Pajeko". This study was conducted to find out whether there is a significant influence on the Use of the STAD Type Cooperative Learning Model on the Learning Outcomes of Social Science Students in Class VA of SD Inpres 1 Kayumalue Pajeko

METHODOLOGY

This research is an experimental (quantitative) research, which is a research that aims to research and classify in social phenomena or facts, with the description of several variables related to the problem that the researcher uses to research on certain populations or samples. This type of research uses experimental ques (pseudo-experimental research). The design used is the equivalent control design of the design group. This type of design consists of two classes, namely the experimental class and the control class. Furthermore, the two classes were given a test before the learning activity (pre-test) and a test (post-test). The design form for this research is as follows:

Table 1. Research Design *Pre Test-Posttest Control Experiment Design*

Group	Pre-test	Treatment	Post-test
Eksperimen	O1	X1	O2
Control	O3	X3	O4

Information:

1. **O1** : Initial state measurements in the experimental group
2. **O2** : Measurement of final learning outcomes in the experimental group
3. **O3** : Initial state measurement in the control group
4. **O4** : Measurement of final learning outcomes in the control group
5. **X1** : Learning with a cooperative model of STAD (Student Team Achivement Division) type
6. **X2** : Learning with conventional methods

The population in this study is all grade V students of SD Inpres 1 Kayumalue Pajeko which consists of two classes (parallel), totaling 42 students, with 18 male students and 24 female students.

Table 2. Number of Research Populations

Class	Male Male	Woman	Sum
Eksperimen	11	10	21
Control	7	14	21

RESULTS AND DISCUSSION

Results and Discussion

In this study, the VA class as an experimental class was 21 students by applying the STAD-type cooperative learning model while the VB class as a control class was 21 students by applying conventional methods. The following is a descriptive analysis of the *pretest* and *posttest* of the experimental class and the control class or can be seen in appendix 21.

Table 3. Statistics of *Pretest* and *Posttest* Learning Outcomes for VA and VB Classes

	Sample	Minimum	Maximum	Mean	Hours of deviation
Pretest Experiment	21	30	85	62,38	16,779
Posttest Experiment	21	55	100	78,10	12,696
Pretest Control	21	20	80	51,90	16,544
Posttest Control	21	30	90	61,90	15,530
Valid N (listwise)	21				

Based on table 4.3, it can be seen that the difference in scores obtained from the results of the *pretest* before being given treatment using the STAD-type cooperative learning model and after being given treatment using the STAD-type cooperative learning model. The highest final test score in the experimental *posttest* was 100, while the score in the experimental *pretest* was 85. The lowest score in the experimental *pretest* was 20 and the score in the experimental *posttest* was 55. The mean score (average) in the experimental *posttest* was 78.10 and the experimental *pretest* was 62.38, while the standard deviation in the experimental *posttest* was 12.696 and the experimental *pretest* was 16.779. This shows that the *posttest* value of the experiment is better than the value of the *pretest* of the experiment

Results of Data Normality Test

The normality test in this study aims to find out whether the sample data of the two samples is normally distributed or not. The normality test in this study was carried out with the help of the SPSS 25 program using the Liliefors (Kolmogorov-Smirnov) test. The following are the values of the normality test results obtained in this study as follows

Table 4. Normality Test Results of *Pretest* and *Posttest* Data

Learning Outcomes	Kolmogrov-Smirnov		
	<i>Statistic</i>	Df	itself.
Experimental class pretest	,186	21	,055
Experimental class posttest	,179	21	,079
Pretest kelas control	,098	21	,200*
Posttest kelas control	,150	21	,200*

Based on the data in table 4.7, the results of the Normality test using Liliefors (Kolmogrov-Smirnov), with the help of the IBM SPSS *Statistic* 25 Program showed that all research data had a Sig Value of > 0.05 . The experimental pretest Sig value was $(0.055 > 0.05)$ and the control pretest Sig value was $(0.200 > 0.05)$ and the experimental posttest Sig value $(0.079 > 0.05)$ and the Sig posttest control value $(0.200 > 0.05)$. Thus, it can be concluded that all data is normally distributed, then data analysis can be continued.

Homegenity Test Results

Homogeneity test to show that two or more data groups are from populations that have the same variance. The homogeneity test was carried out using the Liliefors (Kolmogrov-Smirnov) test with the SPSS 25 assisted program. The following are the homogeneity results obtained in this study

Table 5. Results of *Experimental and Control* Posttest Data Homogeneity Test

Learning Outcomes	Levene Statistic	df1	df2	Itself.
Based on Mean	,663	1	40	,420
Based on Median	,541	1	40	,466
Based on Median and with adjusted df	,541	1	38,208	,466
Based on trimmed mean	,652	1	40	,424

Based on table 4.6 above, it is known that the Sig Based Mean value is $0.420 > 0.05$, so it can be concluded that the experimental class posttest group and the control class posttest group are homogeneous

Hypothesis Test Results

The results of hypothesis testing were obtained

Table 6. Paired Sample T Test Results Class V Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post_Test	-15,7143	14,34274	3,12984	-22,243	-9,18555	-5,021	20	0,000

Based on table 4.5, it is known that the Significant value *of the Paired Sample T Test* is 0.000. Because the significant value of the T-test < 0.05 ($0.000 < 0.05$) was accepted and H_0 was rejected. So it can be concluded that there is an influence of the use of the STAD-type cooperative learning model on the learning outcomes of IPAS students in grade V of SD Inpres 1 Kayumalue Pajeko.

CONCLUSION AND RECOMMENDATION

This research is a type of quasi-experimental research carried out at SD Inpres 1 Kayumalue Pajeko, in this study the researcher used two samples, namely the VA class as the experimental class and the VB class as the control class. This study uses a STAD-type cooperative learning model in the experimental class to be given treatment. The purpose of this study is to find out whether there is an effect of the use of the STAD-type cooperative learning model on the learning outcomes of science students in grade V of SD Inpres 1 Kayumalue Pajeko.

Based on the results of observations made, the researcher argues that the thing that makes the average score of the pretest low is the use of a learning model that is not innovative makes the learning process not as expected because by using the lecture method students quickly feel bored/bored because learning is only centered on the teacher, in addition to that when the teacher asks questions to students or gives the opportunity to ask questions, Students are just silent and lack enthusiasm in the learning and lack of feedback from students. In addition, another thing that makes the average score of pretest learning outcomes low is the use of learning media that only consists of pictures so that it makes students not enthusiastic and the use of image media is less creative because of the size limitation, as a result not all students can clearly see the pictures shown by the teacher.

In contrast to the learning of posttest results after being treated by conducting experiments and using a STAD-type cooperative learning model where students actively experiment and pay attention to the material in order to get an award so as to provide motivation and attraction that makes students not

bored to pay attention to the information provided, as well as the selection of the right learning media also greatly affects students' attention so that the goal learning is achieved. Therefore, in the teaching-learning process, teachers continue to strive to apply models and use learning media according to student needs, so that they can make students more active in learning and finally students will get satisfactory learning results

Based on the researcher's observations during the learning process, the application of the STAD-type cooperative learning model is very helpful for students in understanding the material, through the STAD-type cooperative learning model makes students more active and directly involved in the learning process and skilled in solving a problem they are working on, where their information and knowledge are found independently and in groups that are mutually beneficial interact not only with teachers but also with their friends and they focus on understanding the material because there are prizes at the end of learning and by conducting experiments make students get a new learning experience.

Based on the results of research and hypothesis testing, it can be concluded that the STAD-type cooperative learning model has an influence on students' positive learning outcomes. The results of this study are in line with those conducted by Try Kusuma et al, (2023) with the title "The Influence of the STAD Type Cooperative Learning Model on the Learning Outcomes of Science Subjects at SDN 33 Rejang Lebong". The results of the study found that the STAD learning model has a significant influence on the learning outcomes of SDN 33 Rejang Lebong students. The use of experiments in learning science also has a positive impact on students who make them enthusiastic and enthusiastic in following the learning process, this is supported by research conducted by Asep Somantri, et al (2018) with the title "Application of Experimental Methods to Improve Science Learning Outcomes of Grade V Elementary School Students" based on the results of research, the application of experimental methods can make students more active and build high motivation in participating learning, especially in science learning.

Based on the results of research that has been conducted at SD Inpres 1 Kayumalue Pajeko, it can be concluded that there is an influence of the STAD-type cooperative learning model on the learning outcomes of science students in grade V of SD Inpres 1 Kayu malue Pajeko. This is evidenced by the results of hypothesis testing using the Paired T Test at a significant level of 5% (0.05) obtained a significant value of 0.000. Because of the significant value of the T-test <0.05 ($0.000 < 0.05$), H_a was accepted and H_o was rejected. The results of data analysis in this study show that classroom learning using the STAD-type cooperative learning model has a higher influence on student learning outcomes in social studies learning than without using the STAD-type cooperative learning model

FUTHER STUDY

This research still has shortcomings, so it requires further research on the topic of the influence of the use of the STAD Type Cooperative Learning Model on the Learning Outcomes of IPAS Students in Grade V of SD Inpres 1 Kayumalue Pajeko in order to improve this research.

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