

Paper 13

by Siti Fadjarajani

Submission date: 16-Apr-2023 08:48AM (UTC+0700)

Submission ID: 2065564445

File name: ooperative_model_type_student_team_achivement_division_STAD.pdf (270.61K)

Word count: 3468

Character count: 18707

STUDENT RESPONSE TO ONLINE LEARNING USING A COOPERATIVE MODEL TYPE STUDENT TEAM ACHIEVEMENT DIVISION (STAD)

Dr. Siti Fadjarajani, M.T¹,
Ely Satiyasih Rosali,
M.Pd², Fuziawati, S.Pd³

¹²Universitas Siliwangi, ³SMA Negeri 1 Cigudeg
Corresponding author : sitifadjarajani@unsil.ac.id

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1. Introduction

The World Health Organization (WHO) officially declared Coronavirus Disease (COVID-19) a global pandemic in early 2020. All countries in the world, including Indonesia, limit the space for each resident through Physical Distancing. All lines of life have undergone drastic changes, including in the world of education. In Indonesia, the Minister of Education and Culture (Mendikbud) issued Circular Number 4 of 2020 concerning the Implementation of Education in the Covid-19 Emergency Period (Fajriani, 2020). This is done in order to break the chain of spreading the virus and maintain the security and safety of students and educators. With this appeal, the learning process is carried out from home by utilizing internet technology and media or commonly known as online learning. This system is in place to ensure students continue to receive educational services even during a pandemic. On the other hand, many students' parents responded to this policy by saying that the online learning model has added weight to the socio-economic life that has been affected by the pandemic.

In the online learning process, students are required to be able to access learning that they have never done. For students, online learning has emerged as an alternative method of learning that does not require them to be present in class. Online learning is also expected to be able to establish independent learning in students but still be able to interact between students. Meanwhile, for teachers, online learning methods exist to change conventional teaching styles that will indirectly impact work professionalism. Online learning models provide more opportunities for teachers to assess and evaluate the learning progress of each student more efficiently. This requires the professional ability of teachers in managing and developing learning models that will be used in the learning process. Basically, teaching is not a simple job because it is very complex and requires careful preparation. Therefore, teachers must have sufficient skills and knowledge to facilitate the rights and learning needs of each student. In addition, teaching is also a dynamic job where knowledge and knowledge about teaching and learning continues to develop and progress.

In online learning, teachers generally use Whatsapp Group as a learning medium. The models and methods used by the teacher are still dominant in classical monotonous learning. As a result, the learning objectives as the direction of the teaching and learning process are sometimes not what is expected (Zhafira, 2020). This obstacle is felt almost evenly by teachers in all subjects and all levels of education from elementary to high school. To overcome the obstacles, especially facilities and infrastructure, one of the geography subject teachers of SMA Negeri 1 Cigudeg, Cigudeg District, Bogor Regency, West Java, used one of the cooperative learning models, namely Student Teams Achievement Division (STAD). This learning model involves students to study in heterogeneous groups with the main characteristic of teamwork. Students who do not have mobile (mobile) facilities can study in groups (teams) with their closest friends who have devices and internet access so that online learning can be carried out properly but still pay attention to health protocols.

This research was conducted with the aim of examining student responses to the use of the Student Teams Achievement Division (STAD) cooperative model in online learning at SMA Negeri Cigudeg, Bogor Regency, West Java in the even semester of the 2019/2020 academic year.

2. Discussion

The learning model is a pattern that is used as a guide in planning learning such as curriculum preparation, organizing material and giving teacher instructions in class and tutorials. Activities in the learning process can be realized through the use of approaches from various learning models and student-centered learning processes. The learning model also serves as a guide for instructional designers and teachers in planning teaching and learning activities.

Cooperative is a learning model that is widely used today. Referring to Suprijono's (2015) opinion, cooperative learning is a broader concept covering all types of group work including forms that are more teacher-led or teacher-directed. Cooperative is a learning model in which students learn in small groups who have different levels of ability (Shoimin, 2017). One of the assumptions underlying the development of cooperative learning according to Huda (2016) is that the synergy

that emerges through collaboration will increase motivation that is far greater than through an individual competitive environment.

The cooperative is a series of learning activities formed into heterogeneous groups accompanied by an attitude of working together to achieve the success of learning objectives and is influenced by the participation of group members.

Table 1. Syntax of Cooperative Learning Model

| <i>Phase</i> | <i>Teacher's Behavior</i> |
|--|--|
| Phase 1 Delivering Student Goals and Motivation | The teacher conveys all the objectives of the lesson and motivates students to learn |
| Phase 2 Presenting information | The teacher presents information to students by way of demonstrations or through reading |
| Phase 3 Organizing students into cooperative groups | The teacher explains to students how to form study groups and helps each group carry out the transition efficiently |
| Phase 4 Guide work and study groups | The teacher guides study groups when working on student assignments |
| Phase 5 Evaluating | The teacher evaluates the learning outcomes of the material that has been studied or each group presents the results of their work |
| Phase 6 Give awards | Teachers look for ways to reward both individual and group learning efforts and outcomes. |

(Source: Rahayu and Supriyono, 2014)

Roger and Johnson quoted by Suprijono (2015) said that not all group learning can be considered cooperative learning. The STAD type of cooperative learning model can make students accustomed to solving the questions given by the teacher in groups, so that students will get used to solving problems in learning. STAD consists of five main components, namely class presentations, group work (team), quizzes, individual progress scores, and group recognition (awards) (Slavin, 2015). To achieve maximum results, the five elements in the cooperative learning model must be applied. The five elements are:

1. *Positive interdependence*
2. *Personal responsibility*
3. *Face to face promotive interaction*
4. *Interpersonal skill*
5. *Group processing*

There are 7 (seven) phases carried out in the learning process using the STAD cooperative learning model, as shown in Table 2.

Table 2. Syntax of the STAD Cooperative Learning Model

| <i>Phase</i> | <i>Teacher's Behavior</i> | <i>Student's Behavior</i> |
|---|--|--|
| Phase 1 Presentation of subject matter | The teacher presents the subject matter | Students listen to the teacher's explanation |
| Phase 2 Group Formating | The teacher forms heterogeneous groups of 4-5 students | Students gather according to groups that have been formed by the teacher |
| Phase 3 Discussion | The teacher gives assignments to the group and is carried out in a discussion and guides students in carrying out the discussion | Students work on assignments by means of group discussions |
| Phase 4 Publication | The teacher asks the remainder to present the results of the discussion in front of the class | One group representative makes a presentation |
| Phase 5 Giving quizzes and awards | The teacher gives quizzes in the form of questions and gives rewards to students who can answer the questions correctly | Students answer questions from the teacher |
| Phase 6 Evaluating | The teacher provides an evaluation sheet to students | Students work on the evaluation sheet |
| Phase 7 | The teacher and the students | Students together with the |

| | | |
|------------|-----------------------------|-------------------------------------|
| Conclusion | conclude the subject matter | teacher conclude the subject matter |
|------------|-----------------------------|-------------------------------------|

(Source: Rahayu and Supriyono, 2014)

Student Teams Achievement Division (STAD) is one of the simplest cooperative learning methods, and is the best model for beginners for teachers who are new to using a cooperative approach (Rusman, 2016). STAD is a variation of cooperative learning that spurs students to encourage and help one another to master the skills taught by the teacher. STAD is a learning model that prioritizes group competition so it is very suitable to be applied to students to instill character and as an effort to vary the use of learning models (Ernawita, 2017).

In this study, students will map their interests and tendencies towards several things (perceptions) related to online learning. Perception is the process of interpreting the stimulus into an understanding. This stimulus is accepted by the five senses and will move students to be able to organize and manage themselves in online learning activities. To be able to achieve learning goals, students need to have skills about how to learn, thinking processes to the ability to motivate themselves. In other terms, this ability is said to be self-regulated learning, or self-regulated online learning (in the online learning process). Referring to the opinion of Zimmerman (2000) quoted by Zhafira (2020), SRL cannot be done if an individual is not able to understand his desires and know himself well. For this reason, before being able to self-regulate, a student must be able to ascertain his interests and character first.

The descriptive analysis in this study examines students' perceptions of the use of the STAD cooperative learning model in online learning. The research results are expected to provide an overview of the next online learning to maximize the use of media and student learning styles. This perception is expressed by the following indicators:

1. There is desire and desire to participate in learning. If a student has the desire and desire to take part in learning about one lesson, the student will not feel forced to learn, and will be able to follow the learning process well.
2. There are activities that are interesting in learning. A person who has an interest in something he likes, for example when studying, that person will have the urge to learn, for example when given an assignment by the teacher, students who feel the learning he is following is interesting, then he will be more enthusiastic and never postpone the assignment given teachers are compared with students who are not interested in a lesson.
3. There is a sense of respect. With a sense of being valued by others, for example teachers or friends, it will bring out caring and tolerance for doing assignments.
4. There is ease in understanding the material. Someone who finds it easy to understand their material always wants to find new things that they don't understand so they always want to learn and understand something.
5. The existence of activities to complete tasks. In this case completing the task is the obligation of every student by doing the assignment students can get value and knowledge.
6. The emergence of motivation in learning. A person needs encouragement to learn. Motivation is something that students need to have so that the desire to always follow learning arises.

The indicator above is poured into a grid as follows:

Table 3. Grid of Student Response Instruments to Use STAD Cooperative Learning Model in Online Learning

| <i>Concept</i> | <i>Indicator</i> | <i>Nomor of Item</i> |
|---|---|--------------------------------------|
| Student responses to the use of the Student Team Achievement Division (STAD) cooperative model in online learning | Desire participate in learning | 1, 17, 24, 26, 40, 41, 47, 48 |
| | Existence of interesting activities in learning | 2, 8, 10, 11, 16, 22, 27, 32, 37, 42 |
| | Sense of respect | 9, 12, 28, 33, 43, 44, 49, 50 |
| | Ease in understanding the material | 3, 4, 15, 20, 21, 23, 25, 29, 34, 38 |
| | Activities to complete tasks | 5, 14, 18, 19, 30, 35, 45, 46 |
| | Emergence of motivation in learning | 6, 7, 13, 31, 36, 39 |

The instrument was tested first to obtain valid and reliable criteria as a prerequisite for use in research. Of the 42 questions, there are 37 questions that meet the requirements, namely numbers 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 16, 18, 19, 21, 23, 24, 25, 26, 27, 30, 31, 32, 34, 35, 36, 37, 38, 40, 41, 42, 43, 46, 47, 48, 49, 50, and the rest were discarded (Not used in research). Perception data were obtained from questionnaires distributed to students after three weeks of carrying out the teaching and learning process using the STAD cooperative model in the even semester of the 2019/2020 school year. This study used a population of 195 students of class X IPS at SMA N I Cigudeg Bogor Regency, West Java Province. The sample was taken as many as 33 students using simple random

sampling technique. This technique is used with the assumption that each class consists of 12 students with heterogeneous academic abilities, namely low, medium, and high. The students were asked to be willing to fill out a questionnaire that had been distributed online during learning activities.

Students' perceptions were analyzed based on the Likert index, which has been determined based on the formula:

X = high ticket index x number of respondents

Y = low ticket index x respondents

Based on the calculation results, the highest ticket index value is 165. After the maximum score of each statement item is known, the percentage is calculated and the achievement category of the respondent's answer is determined using the interval formula:

$$I = \frac{\text{Ideal Score}}{\text{Highest Likert Score}}$$

From the calculation result above, it is known that the following interval of achievement is:

Table 4. Categories of Student Responses to Use STAD Cooperative Model in 10 line Learning

| No | Percentage | Category |
|----|-------------|--------------------|
| 1. | 0- 19,99% | Not Good Category |
| 2. | 20 - 39,99% | Poor Category |
| 3. | 40 - 59,99% | Pretty Good |
| 4. | 60 - 79,99% | Good Category |
| 5. | 80 - 100% | Very Good Category |

Based on the results of the study, the responses of students to the use of the STAD cooperative learning model in the online learning process can be seen in Table 5.

Table 5. Categories of Student Responses to Use STAD Cooperative Learning Model in Online Learning

| No | Indicator | Percentage | Category |
|------------------|---|---------------|----------|
| 1. | Desire participate in learning | 65,89% | B |
| 2. | Existence of interesting activities in learning | 68,83% | B |
| 3. | Sense of appreciation | 73,94, % | B |
| 4. | Ease in understanding the material | 66,76% | B |
| 5. | Activities to complete tasks | 71,82% | B |
| 6. | Emergence of motivation in learning | 62,22% | B |
| Rata-Rata | | 68,24% | B |

In Table 5, it appears that the use of the STAD cooperative learning model during the pandemic through online learning generally received a good response from students. Indicators of a sense of appreciation get a percentage of 73.94%, indicators of activities completing tasks 71.82%, indicators of interesting activities in learning 68.83%, indicators of ease of understanding the material 66.76%, indicators of desire and the desire to participate in learning 65.89% and indicators of motivation in learning 62.22%. Overall, the average response of students was 68.24% in the "Good" category.

Citing the opinion of Alam and Jackson (2013), the relationship between the presence of students in class and the level of satisfaction in participating in learning is an important aspect of the learning process. A supportive learning environment is one of the things that must be considered by educators so that their students can achieve learning success. This shows that a learning environment that is in accordance with the character and interests of students will generate enthusiasm and become motivation for learning for students. Apart from interest and motivation, the learning process will be more interesting by using a more varied model.

Based on the results of the study, it can be said that the use of an attractive online learning model can have a positive effect on the achievement of student learning motivation, especially during the current Covid-19 pandemic. Referring to Yunitasari's (2020) opinion, online learning has many benefits, namely: being able to build very efficient communication and discussions between teachers and students, students can interact and discuss with each other students without going through the teacher, and facilitate interaction between teacher students, with parents. In addition, online learning through social media can be the right tool for exams and quizzes, and teachers can easily provide material to students in the form of pictures and videos. Students can download their own teaching materials, and can make it easier for teachers to make questions anywhere and anytime.

STAD cooperative learning model does not make students feel bored with online learning (Distance Learning). Usually, teachers only provide material and assignments but by using the STAD model, students work together in teams so that the constraints of limited facilities and infrastructure as well as internet quotas can be overcome and learning continues to be maximized and meaningful for students during a pandemic (Syafii, 2020).

The Student Team Achievement Division (STAD) learning model also has weaknesses in its implementation. According to Nasution's (2020) research, group work on the application of the STAD model is usually dominated by smarter students, so that smart students are unable to compete with smarter students, this can lead to an imbalance of knowledge to be shared. In online learning, this is complicated by too large a group membership, making it difficult to make the class conducive.

3. Conclusion

The application of an approach to learning methods or techniques is framed in a learning model. During the Covid-19 pandemic, learning was carried out using an online system with all its advantages and disadvantages. An interesting learning model is needed in order to minimize the obstacles faced by students such as limited facilities and infrastructure such as devices and internet facilities which in online learning is a must. These constraints are added to the learning motivation of different students when studying face to face in class. Students often feel bored because learning often only occurs in one direction. Students can download the subject matter by themselves but find it difficult when the material cannot be understood by learning independently.

Cooperative learning refers to a teaching model where students work together in small groups to help each other learn a learning material provided by the teacher. There are several types of cooperative learning models, one of which is STAD. Based on the research results, it can be seen that the use of the STAD cooperative learning model in online learning during the Covid-19 pandemic generally received a good category response from students.

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