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THE EFFECT OF THE STAD-TYPE COOPERATIVE LEARNING MODEL ON STUDENT COOPERATION AND UNDERSTANDING IN CITIZENSHIP

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ABSTRACT

BACKGROUND

Students' cooperation is still considered to be relatively low. This can be seen from the students' average test score of 68, while the minimum mastery criterion (KKM) for the Civics Education (PPKN) subject is 72. When given group assignments, students tend to show a lack of collaboration with their peers. During the learning process, the teacher explains the material using a lecture method to help students understand. However, in reality, this method tends to make students feel bored and disengaged, leading them to not pay attention to the teacher's explanation.

PURPOSE

This study aims to determine the effect of the Cooperative Learning Model of the STAD (Student Teams Achievement Division) type on students' cooperation and understanding in the Civics Education (PPKN) subject in Grade 3 of Sepulu 1 Elementary School.

RESEARCH METHODOLOGY

This research employs a quantitative approach. The data collection techniques include tests and questionnaires. The analytical methods used are validity test, reliability test, normality test, and paired sample t-test. The instruments used consist of a questionnaire with 10 statement items and a test comprising 20 questions. The research was conducted in Grade 3A during the even semester at Sepulu 1 Elementary School, involving 31 students.

RESULT

The results of the study show that the paired sample t-test for cooperation obtained a significance value of 0.000, and the significance value for understanding was also 0.000. Since the significance values are less than 0.05, it can be concluded that there is a significant effect of the Cooperative Learning Model of the STAD type on students' cooperation and understanding in the Civics Education subject in Grade 3 of Sepulu 1 Elementary School.

CONCLUSION

Based on the data analysis and discussion, it can be concluded that the Cooperative Learning Model of the STAD type has a significant effect on students' cooperation and understanding in the Civics Education subject in Grade 3 of Sepulu 1 Elementary School.

KEYWORDS

Cooperative, STAD Type, Cooperation, Understanding

INTRODUCTION

The Independent Curriculum is a curriculum designed to restore teaching and learning activities after the Coronavirus Disease 2019 (COVID-19) pandemic. The Independent Curriculum is an educational program that can be adapted by focusing on essential learning materials, emphasizing student competencies and the *Pancasila Student Profile*. This program aims to develop students' talents and interests (Meita, Suryadi, & Mufhidin, 2024). The Independent Curriculum not only grants students the freedom to develop their potential, but also provides educational institutions with the autonomy to manage the curriculum based on regional independence. Furthermore, it grants teachers the freedom to design learning activities and lesson plans, which have long been criticized for their rigid and detailed structure that requires teachers to strictly follow predetermined instructional stages (Resty & Susianti, 2022).

From the various definitions of curriculum mentioned above, it can be concluded that the curriculum is a systematically planned and organized system of learning materials that serves as a guideline in teaching and learning activities. Over time, the curriculum has undergone several changes to align with the educational needs occurring in schools. At present, the Government of Indonesia, through the Ministry of Education, Culture, Research, and Technology, has transformed the previous 2013 Curriculum into the Independent Curriculum with the aim of restoring the learning process that had been affected by the COVID-19 pandemic. The Independent Curriculum serves as a solution to enhance the quality of education through the *Project for Strengthening the Pancasila Student Profile (P5)*. This program focuses on developing students' character so that they can live and behave in accordance with the values of *Pancasila*.

Learning and instruction are two closely related concepts that cannot be separated in educational activities. Learning and instruction represent forms of education that involve interaction between teachers and students within the teaching and learning process, which is directed toward specific goals that have been formulated prior to instruction. Teachers consciously plan their teaching activities systematically, utilizing all available resources for the benefit of their instruction (Pane & Dasopang, 2017). Instruction can be defined as an activity carried out by teachers in such a way that students' behavior changes in a positive direction. Instruction requires a genuine dialogical relationship between teachers and students, where the emphasis lies on the students' learning process rather than the teachers' act of teaching (Ubabuddin, 2019).

In the context of education, learning and instruction play a crucial role in achieving educational objectives. They help students develop their potential and improve their quality of life. Therefore, it is essential for educators to understand the concepts of learning and instruction and to develop effective and efficient instructional practices (Faizah & Kamal, 2024). From the definitions above, it can be concluded that although learning and instruction are conceptually different, they are interrelated through the roles of teachers and students. Learning is a process undertaken by individuals to acquire knowledge, while instruction is a form of communication between teachers as educators and students as learners within a learning environment.

Cooperation is one of the essential character traits that students at Sepulu 1 Elementary School must possess. Group cooperation is highly beneficial for building closeness and camaraderie among students. Through cooperation, students are expected to understand one another, eliminate differences, and unify opinions. Based on observations at Sepulu 1 Elementary School, where the Field Teaching Practice was conducted, there were still students who were unwilling to cooperate when assigned to groups. The causes varied, including dissatisfaction with group assignments, a preference for working alone, lack of familiarity with peers, or a tendency to remain silent and let others do the

work. These factors contribute to the low level of cooperative behavior among elementary school students. In essence, cooperation is an activity conducted in groups among peers, where differences of opinion are resolved through unification of perspectives (Kusuma, 2018). Therefore, cooperation is vital for students to bridge differences and build unity among peers. Cooperation enables students to become more familiar with one another without feelings of shyness.

In general, *Civic and Pancasila Education* is a subject containing materials aimed at shaping students into educated, disciplined, independent, and patriotic citizens who uphold human rights (Wahyu, 2021). The subject focuses on several aspects, including the values of *Pancasila*, citizenship, history and diversity, democracy and the system of government, and legal awareness. Through Civic and Pancasila Education, students are expected to develop a strong understanding of *Pancasila* values, their rights and responsibilities as Indonesian citizens, the history of the nation's struggle, and active participation in national and civic life. To improve students' understanding of Civic and Pancasila Education, an appropriate, suitable, and effective instructional model is required. This is a primary priority to ensure that students can learn actively without complaints.

The use of instructional models in the educational system is crucial for enhancing both student cooperation and comprehension. Instructional models must be implemented so that students can develop cooperative attitudes and better understanding, ensuring that the learning process proceeds smoothly with the appropriate model. One model that effectively integrates cooperation and comprehension is the *Cooperative Learning Model of the Student Teams Achievement Division (STAD)* type. The Student Teams Achievement Division model is a cooperative learning type that emphasizes interaction among students to motivate and assist each other in mastering the material and achieving optimal performance through group work. Students have the freedom to ask their peers about material they have not yet mastered. In a class, students are divided into several groups, typically consisting of four to five members per group. The purpose of this strategy is to foster a sense of unity and shared responsibility among group members. If one group meets the established criteria, that group will receive recognition or rewards (Wulandari, 2023).

Based on the background above, the researcher is interested in conducting a study entitled "The Influence of the Cooperative Learning Model of the Student Teams Achievement Division (STAD) Type on Cooperation and Comprehension of Students in Civic and Pancasila Education in Grade 3 at Sepulu 1 Elementary School." The research problems formulated are as follows: Does the cooperative learning model of the Student Teams Achievement Division (STAD) type influence student cooperation at Sepulu 1 Elementary School? Does the cooperative learning model of the Student Teams Achievement Division (STAD) type influence student comprehension at Sepulu 1 Elementary School?

RESEARCH METHODOLOGY

This study employs a quantitative descriptive research design, which describes variables as they are, supported by numerical data derived from actual conditions (Sugiyono, 2016). In this research, the researcher applies a pre-experimental design of the one-group pretest-posttest design type. This design involves measurement, calculation, formulas, and the certainty of numerical data in the planning, process, and conclusion stages. In this study, students were given a pretest (O_1) before the treatment, followed by the treatment (X)—the implementation of the *Cooperative Learning Model of the Student Teams Achievement Division (STAD) type*. After the treatment, students were given a posttest (O_2) to determine the effect of the treatment.

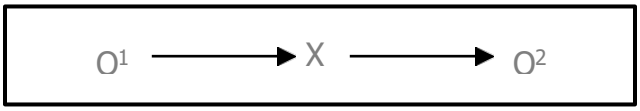

Figure 1. Research Design

The research was conducted at UPTD Sepulu 1 Elementary School, located on *Jl. Raya Samudera, Sepulu Village, Sepulu District, Bangkalan Regency, East Java Province*. The school is situated next to the Sepulu Community Health Center on the east side. The population in this study comprised students of classes 3A and 3B, with a total of 61 students 31 students from class 3A and 30 students from class 3B. The sampling technique used was saturated sampling, meaning that all students in the population were used as the research sample. Thus, all 61 third-grade students (31 from class 3A and 30 from class 3B) in the 2024/2025 academic year participated in this study.

The instruments used consisted of 20 test items and a 10-item questionnaire. The questionnaire was designed to measure students' level of cooperation during the learning process. The same questionnaire was administered both before and after the implementation of the learning model. The questionnaire was completed by all students and contained 10 statements. The test items were related to the *Civic and Pancasila Education* learning material being taught by the teacher. Initially, 30 multiple-choice questions were given to class 3B, and after item validation, 20 valid questions were selected for use in class 3A (the experimental class), with each item scored on a 5-point scale.

The data collection procedure involved administering the questionnaire and tests to both the comparison and experimental groups (classes 3B and 3A) through pretests and posttests. The material focused on "Rules at Home and at School" within the *Civic and Pancasila Education* subject. The questionnaire (10 statements) and test (30 multiple-choice items) were first given to class 3B as a comparison group. The data obtained from both instruments were subjected to validity and reliability testing to determine which items were valid and reliable. The validated instruments were then administered to class 3A (the experimental group).

After obtaining pretest and posttest scores from the experimental class, the data were analyzed using the Normality Testand the Paired Sample t-Test to determine whether the Cooperative Learning Model of the STAD type had a significant effect. The data analysis techniques used in this research include: Validity Test, the validity test determines the extent to which an instrument accurately measures what it is intended to measure. This test is used to assess whether the measurement instrument (questionnaire and test items) is valid. Reliability Test, the reliability test aims to determine whether the instrument consistently produces reliable results and can be used for data collection. Reliability testing is conducted after the instrument has been declared valid. The reliability test was performed using the IBM SPSS Statistics 21 for Windows application. Normality Test, the normality test is conducted to assess whether the data distribution within a variable or dataset follows a normal distribution pattern. This test ensures that the data meet the assumptions required for parametric statistical analysis. Paired Sample t-Test, the paired sample t-test is used to determine whether there is a significant difference between the means of two related samples. This test identifies whether there is a difference between the mean scores before and after the treatment. The analysis was conducted using IBM SPSS Statistics 21 for Windows.

RESULT AND DISCUSSION

Validity Test

The validity test in this study was conducted to determine whether the multiple-choice questions and questionnaire items were valid, using the SPSS application. The multiple-choice test consisted of 30 items, and the questionnaire consisted of 10 statement items, which were administered to Class 3B of Sepulu 1 Elementary School, consisting of 30 students outside the sample. The r table in this validity test was obtained from 30 respondents, which corresponds to the total number of students.

Table 1. Results of the Questionnaire Validity Test

No	Questionnaire Item	r Table	r Calculated	Description
1	Statement 1	0.361	0.586	Valid
2	Statement 2	0.361	0.486	Valid
3	Statement 3	0.361	0.379	Valid
4	Statement 4	0.361	0.381	Valid
5	Statement 5	0.361	0.466	Valid
6	Statement 6	0.361	0.756	Valid
7	Statement 7	0.361	0.406	Valid
8	Statement 8	0.361	0.588	Valid
9	Statement 9	0.361	0.584	Valid
10	Statement 10	0.361	0.562	Valid

Based on the validity test of students' cooperation in Table 1, all 10 statement items were found to be valid, and no items were found to be invalid, as the calculated r values (r hitung) were greater than the r table values (r tabel).

Table 2. Results of the Multiple-Choice Question Validity Test

No	Question Item	r Table	r Calculated	Description
1	Question 1	0.361	0.388	Valid
2	Question 2	0.361	0.446	Valid
3	Question 3	0.361	0.444	Valid
4	Question 4	0.361	0.023	Invalid
5	Question 5	0.361	0.031	Invalid
6	Question 6	0.361	0.371	Valid
7	Question 7	0.361	0.056	Invalid
8	Question 8	0.361	0.446	Valid
9	Question 9	0.361	0.381	Valid
10	Question 10	0.361	0.388	Valid
11	Question 11	0.361	0.054	Invalid
12	Question 12	0.361	0.073	Invalid
13	Question 13	0.361	0.484	Valid
14	Question 14	0.361	0.446	Valid
15	Question 15	0.361	0.378	Valid
16	Question 16	0.361	0.446	Valid
17	Question 17	0.361	0.381	Valid
18	Question 18	0.361	0.464	Valid
19	Question 19	0.361	0.433	Valid
20	Question 20	0.361	0.381	Valid
21	Question 21	0.361	0.520	Valid
22	Question 22	0.361	0.469	Valid
23	Question 23	0.361	0.505	Valid

24	Question 24	0.361	0.467	Valid
25	Question 25	0.361	0.440	Valid
26	Question 26	0.361	0.158	Invalid
27	Question 27	0.361	0.134	Invalid
28	Question 28	0.361	0.175	Invalid
29	Question 29	0.361	0.455	Valid
30	Question 30	0.361	0.402	Valid

Based on the results of the multiple-choice question validity test in Table 2, 22 items were declared valid, while 8 items were invalid.

Reliability Test

The reliability test in this study was conducted to determine whether the instruments were reliable and trustworthy as data collection tools. The results of the questionnaire reliability test showed a Cronbach's alpha of 0.764, which is greater than the r table value of 0.361. This indicates that the questionnaire items are reliable and can be trusted as data collection instruments in this study. The reliability test for the multiple-choice questions showed a Cronbach's alpha of 0.633. Compared to the r table value of 0.361, this result indicates that the question items are also reliable and suitable as data collection instruments. Based on the validity and reliability tests, 10 questionnaire items and 22 multiple-choice questions were determined to be valid and reliable. Subsequently, 10 questionnaire items and 20 questions were used for the pre-test and post-test, which were followed by normality and paired sample t-tests.

Normality Test

The normality test was conducted to determine whether the data collected from the instruments were normally distributed. Based on the normality test results for the questionnaire, the significance value obtained was 0.666 > 0.05, indicating that the sample comes from a normally distributed population. Similarly, the normality test results for the multiple-choice questions showed a significance value of 0.624 > 0.05, confirming that the sample is normally distributed.

Paired Sample t-Test

The paired sample t-test was conducted to examine whether the treatment provided had an effect, by comparing the mean scores of the pre-test and post-test using SPSS. The paired sample t-test results for student cooperation yielded a significance value of 0.000 < 0.05, indicating that the learning model had a significant effect on cooperation. Likewise, the paired sample t-test results for understanding showed a significance value of 0.000 < 0.05, indicating that the learning model significantly affected students' understanding.

Based on the results of the hypothesis test using the paired sample t-test for cooperation, the significance value was 0.000 < 0.05. Therefore, H1 is accepted and H2 is rejected, indicating that the learning model has a significant effect on cooperation. This is because the STAD-type cooperative learning model can improve student cooperation through group-based learning activities that conclude with the provision of rewards (Wijaya & Indrowati, 2019). This is further supported by Joshua Christian's theory, which states that the STAD cooperative learning model can increase student cooperation by 35% compared to before its implementation. These findings are

also corroborated by the research of Nafa Septian Alfia and Arief Cahyo Utomo (2024), which concluded that the STAD cooperative model successfully enhanced cooperation among second-grade students at SDN Trangsan 1.

Similarly, based on the results of the paired sample t-test for understanding, the significance value was 0.000 < 0.05. Therefore, H1 is accepted and H2 is rejected, indicating that the learning model has a significant effect on student understanding. This improvement occurs because students' comprehension increases when using the STAD cooperative learning model. The combination of pre-test, treatment using the STAD model, and post-test leads to better student performance (Walagadi & Pratama, 2020). This is supported by Hidayah (2018), who stated that the implementation of the STAD cooperative model has a substantial positive impact on students' understanding. Additionally, the research by Komala Sari and Agus Susanti (2024) confirmed that the STAD cooperative model is effective in enhancing the comprehension of second-grade students at SDN 1 Mesuji.

The implementation of the cooperative learning model of the STAD (Student Teams-Achievement Divisions) type has been proven to have a positive effect on academic achievement, conceptual understanding, as well as student motivation and learning activities. A study by Elpisah and Bin-Tahir (2019) showed that consistent application of STAD in economics classes increased the average student score from 66.7% in the first cycle to 93.35% in the second cycle. In mathematics, students who learned using STAD demonstrated significant improvement in post-test scores compared to the control group (Ranmechai & Poonputta, 2023; Hermawan et al., 2020). Furthermore, STAD effectively enhances conceptual understanding, for example in geometric transformations, where students' test scores improved following the intervention (Mukuka & Tatira, 2024). This model also increases learning motivation, as evidenced by eighth-grade students who showed higher motivation and improved mathematics post-test scores after STAD implementation (Sahmat & Dhoruri, 2024). Thus, STAD supports both academic achievement and student learning motivation.

The application of the STAD method has been shown to improve multiple aspects of student learning. Student learning activity increased significantly in each cycle of STAD implementation, as reported in a study conducted in vocational high schools (Sutopo et al., 2020). Moreover, STAD promotes better social interaction among students, reflected in increased classroom relationship indices in science classes in Korea (Kim, 2018). Students' communication skills also improved significantly in economics classes when using this method compared to the control group (Basyah et al., 2021). Students' perceptions of learning through STAD tend to be positive, reporting more satisfying learning experiences and stronger support from both instructors and peers (Shafiee Rad et al., 2023). Furthermore, integrating technology platforms such as Edmodo into STAD implementation has also been shown to increase students' interest and learning achievement, particularly in cross-cultural understanding courses (Silitonga & Wu, 2019).

CONCLUSION

Based on the results of the research, it can be concluded that the implementation of the Student Teams Achievement Division (STAD) cooperative learning model has a significant effect on both cooperation and understanding among students in the Civics Education subject for Grade III at Sepulu 1 Elementary School. The STAD learning model has been proven to enhance students'

ability to work collaboratively through group learning activities that foster a sense of responsibility, mutual respect, and effective communication among group members. In addition, this model positively impacts students' comprehension of the learning material, as the learning process is conducted actively, interactively, and student-centered. Therefore, the implementation of the STAD cooperative learning model can be considered an effective alternative teaching strategy to improve the quality of students' learning outcomes, both socially and cognitively.

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AUTHORS' CONTRIBUTION

Author 1 : Conceptualization, Researcher, Methodology, Data Curation,

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