



THE INFLUENCE OF COOPERATIVE LEARNING MODEL OF STUDENT TEAM ACHIEVEMENT TYPE ON LANGUAGE LEARNING OUTCOMES

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ABSTRACT

It is crucial for primary school kids to study Indonesian in order to enhance their overall educational experience. In addition, learning Indonesian can help kids connect with friends and teachers more easily and enhance the standard of instruction provided in the classroom. The purpose of this study is to ascertain whether the cooperative model of the Student Team Achievement Division has an impact on the learning outcomes for Indonesian language for students in class V of SD Negeri 68 Palembang. This study's methodology is quantitative and use saturated sampling techniques in a quasi-experimental fashion. The adoption of the student team achievement divisions type cooperative learning model has a substantial impact on the outcomes of class V Indonesian language learning at SD Negeri 68 Palembang, according to the data analysis and study discussion results. Based on the conducted research, it has been determined that classes receiving treatment and those not receive treatment had different outcomes when it comes to learning the Indonesian language. The experimental class had an average score of 85.57, while the control class had an average score of 77.62. An Independent T Test was used, with sig (2 tailed) 0.000 0.05 or and control class, to determine how the two classes compared.

Keyword: *Student Team Achievement, Type Cooperative Learning Model, Indonesian Language, Learning Outcomes*

1. INTRODUCTION

The majority of people in Indonesia speak Indonesian, which is the official language of that nation. Speaking Indonesian can help you communicate with others in daily life, business, and education. Learning Indonesian must therefore begin early, particularly in primary school. According to Fahrurrozi and Wicaksono (2023) Tiensly and Board Indonesian is not only a topic that students have to take; rather, there is a focus on using Indonesian in a rational, methodical, and scientific manner. It is essential to know Indonesian in order to use texts as instructional resources.

It is crucial for primary school kids to study Indonesian in order to enhance their overall educational experience. In addition, learning Indonesian can help kids connect with friends and teachers more easily and enhance the standard of instruction provided in the classroom. Students who acquire good Indonesian can lay a solid foundation for future study and practical application. Students can improve their social and communication abilities by learning Indonesian in elementary school. It is crucial that educators and learners alike make studying Indonesian engaging and worthwhile. Journal of Educational and

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Linguistic Research, 2024, p. 388; Nurfitriya & El Fanny.

This makes learning Indonesian a crucial component of schooling. (Nurfitriya, Sanjaya, Alamsyah, & Khoerunnisa, 2024) state that the goal of teaching elementary school pupils Indonesian language is to enhance and develop their communication skills in order to establish an active and successful Indonesian language learning community. They can employ instructional strategies to pique students' interest in taking part in class, ignite their passion for learning, and help them reach their learning objectives.

Elementary school is the first official educational setting designed to advance pupils' foundational knowledge to a higher level, ensuring that they are robust, have good abilities, and interact with others well. As a result, the goal of implementation in elementary schools is to provide effective and favorable teaching and learning environments for all topics taught there, including Indonesian language instruction. The main goal of Indonesian language instruction in schools is to enable students to communicate effectively in Indonesian (Nurfitriya, Sanjaya, Alamsyah, & Khoerunnisa, 2024).

According to Winaputra, learning models can be seen as patterns of choice, which implies that educators have the power to select learning models (Fitrida, Agustin, & Magdalena, 2024, p. 3) A conceptual framework that serves as a roadmap for executing learning activities is known as a model. A learning model is a methodical process that is used to arrange learning activities in a way that accomplishes specific learning objectives. A learning model is a tool used by teachers to organize instruction in the classroom.

In addition, Sugiyanto claims that the learning model aids in achieving effective learning in (Fitria, Agustin, & Magdalena, 2024) The learning model is an attempt to maximize the learning outcomes of the students. This model illustrates a range of

methods and techniques that teachers can use to accomplish learning objectives. Being well-versed in a variety of learning models is crucial for educators to select the best teaching strategy based on the requirements and attributes of their students.

Cooperative learning models of the Student Team Achievement Divisions (STAD) kind are group learning models in which each group consists of five students with varying skill levels. More capable students will mentor their friends in their groups. Paryanto (2023). Consequently, in order to overcome challenges and barriers to learning, a cooperative learning model such as the Student Team Achievement Type (STAD) Learning Model must be implemented to spark interest.

According to Rasto (2019, p. 81), learning outcomes are patterns of behavior, values, comprehension, attitudes, appreciation, and Widayanti's skills in journals. They can also be understood as a gauge of achievement following the completion of the learning.

Based on observations made at SD Negeri 68 Palembang, researchers discovered a number of issues with the learning outcomes of learning Indonesian. For example, some students lost interest in learning because their teachers merely provided the material and followed the standard group cooperative model. In addition, it is evident from the Minimum Completion Criteria (KKM) that 8 students out of 22 students who do not fulfill the KKM total 14 students. The KKM value is 70. In addition, inadequate infrastructure and supporting facilities in schools hinder learning. Additionally, a lack of implemented teaching materials and learning media results in very low student participation in the learning process. To address these issues, researchers are interested in utilizing learning models when studying Indonesian.

Research (Asmedy, 2021) with the title "The Influence of the STAD Type Cooperative Model on Elementary School Student Learning Outcomes" was one of the earlier studies that employed a cooperative

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model. This study demonstrates the impact of using the student team achievement divisions type cooperative model on elementary school students' learning outcomes.

The researcher believes that investigating "The Influence of the Student Team Achievement Divisions (STAD) Type Cooperative Model on Class V Indonesian Language Learning Results at SD Negeri 68 Palembang" is essential, based on the justification provided.

2. LITERATURE REVIEW

According to Wena states in (Himami & Hasanah, 2021, p. 2) that cooperative learning is a method of instruction in which students cooperate with one another to accomplish a shared objective. The structure of cooperative learning aims to boost student involvement, give students experience in group leadership and decision-making, and give them chances to engage and learn from one another despite coming from varied backgrounds. According to Jarolemik and Parker in (Himami & Hasanah, 2021, p. 2), cooperative learning yields positive interdependence, which is further corroborated by Cranton and Smith in (Barkley, Cross, & Major). In other words, cooperative learning allows students to collaborate to complete tasks with a variety of information and, in addition to providing support, the teacher serves as both an automatic holder in the classroom and an expert on the subject being taught. In this instance, the teacher assigns and plans group learning assignments based on time and resources, as well as teaching the students to check for accuracy and the smooth operation of the group process.

According to Junistira states in (Siregar & Umi, 2023) that one of the learning models that makes use of the constructivist learning concept is the Student Time Achievement Divisions learning model. It can be summed up as one kind of STAD cooperative learning model syntax from the explanation given above. It is based on the STAD-type cooperative learning level, which consists of six phases or stages of collaborative steps. In cooperative learning of the STAD kind, students must solve problems as a group to meet predefined learning goals. They must also be able to take responsibility for their actions and comprehend the assignments assigned to them.

Sudjana claims in (Supratiknya, 2012, p. 1) The purpose of learning outcomes is to assess how well students have learned the learning objectives through the completion of learning activities, as evidenced by the learning outcomes they have produced.

If students demonstrate good learning outcomes and are able to grasp the content in a specific and thorough way, they can complete the entire assignment (Qadir, 2014, p. 178). Evaluation is to ascertain the degree of student accomplishment in the learning process that has been carried out during the learning process, according to Parsa (2017, p. 57).

3. METHODS

Process activities such as data collection, analysis, and interpretation in relation to research objectives are known as research methodologies. According to Sugiyono (2022)

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Quantitative Research Methods, gathering data with particular intents and applications is the definition of scientific research methods. When doing research on specific populations or samples, researchers employ quantitative approaches grounded in philosophy and positivism. These methods involve gathering data through the use of research instruments and analyzing quantitative or statistical data to describe and test pre-existing hypotheses Sugiyono (2022). Quantitative research methodology was employed in this study. In (Sulistyan, Rizal, & Paramita, 2021, p. 186), Ridwan states that data collecting strategies are ways in which researchers might gather data. Tests and documentation are the methods used in this study to obtain data.

4. RESULT AND DISCUSSION

According to research conducted at SD Negeri 68 Palembang, an essay test with ten questions was used. Ten of the fifteen questions that were assessed for validity were found to be valid in the trial findings. The questions are likewise categorized as excellent. Following question validation, 42 students from control and experimental classes were given the 10 questions. After putting the Student Team Achievement Divisions (STAD) cooperative learning paradigm into practice, these questions were used to assess the state of the students' learning outcomes. As shown in the table below, the posttest outcomes for the experimental and control groups are as follows.

Table 1 Experimental Posttest Values

No	Name	Experimental Posttest
1	Student 1	86

2	Student 2	90
3	Student 3	86
4	Student 4	80
5	Student 5	85
6	Student 6	87
7	Student 7	92
8	Student 8	87
9	Student 9	82
10	Student 10	89
11	Student 11	90
12	Student 12	83
13	Student 13	80
14	Student 14	87
15	Student 15	82
16	Student 16	80
17	Student 17	85
18	Student 18	82
19	Student 19	89
20	Student 20	85
21	Student 21	90
Average		85.6

The table above is the result of the posttest scores obtained by the experimental class with an average score of 85.6, meaning that the experimental class got a score above average. Furthermore, after looking at the scores from the experimental class, the table below is the score from the control class posttest.

Table 2 Control Posttest Values

No	Name	Experimental Posttest
1	Student 1	68
2	Student 2	73

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3	Student 3	89
4	Student 4	72
5	Student 5	74
6	Student 6	79
7	Student 7	83
8	Student 8	83
9	Student 9	79
10	Student 10	77
11	Student 11	79
12	Student 12	81
13	Student 13	76
14	Student 14	72
15	Student 15	78
16	Student 16	77
17	Student 17	79
18	Student 18	76
19	Student 19	77
20	Student 20	75
21	Student 21	83
Average		77.6

(Source: Results of student posttest scores, 2024)

From the table above, it can be seen that the average score obtained by the control posttest is relatively high and above the KKM, meaning the control class also got a relatively high score.

Table 3 Assessment Criteria

Value Interval	Category
85-100	Very good
70-84	Good
55-69	Enough
45-54	Not good
0-44	Very Not Good

Table 4. Average posttest scores for experimental and control classes

	N	Min	Max	Mean	Std. deviation
Experimental class	21	80	92	85.57	3,668
Control class	21	68	89	77.62	4,684
Valid N (listwise)	21				

(Source: Data processed by researchers, 2024)

Descriptive results for posttest control and experimental class students are displayed in the above table. The average posttest score for the test class and trial class for the experimental class, as shown in the above table, has a mean of 85.57 and a standard deviation of 3.668. The minimum score is 80, and the maximum score is 92. In contrast, the control group had a standard deviation of 4,684 along with a minimum score of 68 and a maximum score of 89. The table indicates that the experimental class outperforms the control class.

The purpose of this study is to ascertain whether the Student Team Achievement Disions cooperative model has an impact on the Indonesian language learning objectives for SD Negeri 68 Palembang's class V. This study used a quasi-experiment research design, with two classes: the experimental class used a cooperative model of the Student Team Achievement Disions type, and the control class did not use a cooperative model of the same type. The 42 students that made up class V, which was divided into two classes—class

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Va, which was the experimental class, with 21 students, and class VB, which was the control class, with 21 students—constituted the study's population.

There are variations in the learning outcomes of the Indonesian language between classes that received treatment and those who did not, according to the findings of the aforementioned study. The experimental class's average value of 85.57 and the control class's average value of 77.62 lead to this conclusion. An Independent T Test was used to see how the two courses compared. It indicates that there is a substantial influence and difference between the average learning outcomes in the experimental class and the control class, with a significant result of $0.000 < 0.05$ or $t\text{-hitung} = 6.125 > t_{\text{tabel}} = 1.729$. Using the cooperative learning model has benefits. Student Team Achievement Divisions in an educational process that ignites students' passion, inspires them, and piques their curiosity. The teacher assigns pupils to numerous groups under the STAD paradigm, with four to five students in each group. At the conclusion of the class, each group gives a test question to all of the students after discussing and helping each other understand the content. Harita and Sulistio (2022). This learning technique can also lessen student boredom while increasing classroom engagement and creating a pleasant environment. According to research by Sidabutar, Napitupulu, and Sianturi (2021) titled "The Influence of the STAD Type Cooperative Model on Student Learning Outcomes in Subtheme 1 Energy Class IV

Elementary School" and by Syazali, Makki, and Kusmayadi (2023) titled "The Influence of the STAD Type Cooperative Model on Students' Speaking Skills," the findings of this study are appropriate. Additional research with the title "The Influence of the STAD Type Cooperative Model on Learning Outcomes in Science Subjects at SDN 33 Rejang Lebong" was conducted by Yuneti, Pranosa, and Kusuma in 2023. Additionally, a study titled "The Influence of the STAD Type Cooperative Learning Model Assisted by Canva on Physics Learning Outcomes on the Main Material Momentum and Impulse of Class X MIPA Even Semester SMA Mulia Pratama Medan" (Angin, Panjaitan, Zagoto & Hulu, 2023) was carried out. In the study This claims that student activity is influenced by the student team accomplishment divisions learning model. Therefore, it can be said that enhancing student learning outcomes through the application of the student team accomplishment divisions model is highly successful.

5. CONCLUSION

Based on the findings of study and talks conducted by researchers concerning the creation of interactive media based on Web Wordwall for science and technology education materials on Indonesian kingdom history for fourth-grade elementary school students. From the assessment conducted by the validators and the student response questionnaire, it can be stated that the product generated by the researcher is highly practical

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and very valid, making it appropriate for use in the learning process.

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