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The Effect of STAD Learning Model On The Motivation And Social Studies Knowledge In Junior High School

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Abstrak

Penelitian ini bertujuan untuk menentukan perubahan yang konsisten dari motivasi belajar siswa yang dihasilkan dari proses pembelajaran menggunakan model pembelajaran STAD dan pengaruhnya terhadap hasil belajar siswa. Penelitian ini adalah desain kelompok kontrol pretest-posttest. Sampel dalam penelitian ini adalah kelas VIII yang ditentukan secara acak. Data yang diperoleh kemudian diuji beda menggunakan independent sample t-test. Hasil penelitian menunjukkan bahwa kedua kelas penelitian mengalami perubahan positif dalam motivasi dan hasil belajar siswa. Di kelas eksperimen dengan model pembelajaran STAD menunjukkan motivasi dan hasil belajar yang lebih baik daripada kontrol kelas. Perhitungan post-test menunjukkan bahwa motivasi peserta didik dengan Sig. (2-tailed) 0,003, di mana 0,003 <0,05 berarti ada perbedaan yang signifikan. Hasil belajar yang menunjukkan nilai Sig. (2-tailed) 0,000, dimana 0,000 <0,05 berarti ada perbedaan yang signifikan antara kelas eksperimen dan kontrol. Adanya perbedaan yang signifikan menunjukkan bahwa ada pengaruh model pembelajaran STAD terhadap motivasi dan hasil belajar siswa.

Kata Kunci: pendidikan, pendidikan IPS, STAD, motivasi belajar

Abstract

This study aims to determine the consistent changes of students' learning motivation resulting from the learning process using the STAD learning model and its effect on student learning outcomes. This study was the pretest-posttest control group design. Sample in this study was VIII class who were randomly determined. The data obtained then tested different using independent sample t-test. The results showed that the two research classes experienced a positive change in the motivation and learning outcomes of students. In the experimental class with STAD learning model showed motivation and learning outcomes that were better than class control. The post-test calculation shows that learners' motivation with the Sig. (2-tailed) 0.003, where 0.003 <0.05 means that there are significant differences. Learning outcomes that show the value of Sig. (2-tailed) 0,000, where 0,000 <0,05 means that there are significant differences between the experimental and control classes. The existence of significant differences indicates that there is an effect of the STAD learning model on students' motivation and learning outcomes.
Keywords: education, social studies, STAD, motivation to learning.

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INTRODUCTION

Social studies is one of the most important subjects in encouraging students to develop themselves according to their talents, interests, abilities and environment (Solihatin, 2011). In America, social studies is considered the most important subject in school. Social studies teaches about democratic values through classroom learning (Ross, et all, 2013).

In the country of Turkey, social studies is considered the main program for students in acquiring a practical knowledge related to life. Capacity building in communicating actively and responsibly and has been designed in a special curriculum for social education (Ersoy, 2014).

Increasing the importance of social studies education in other countries in the world, including Indonesia, then it is proper for social studies teachers to be obliged to create successful social studies learning in schools. The teacher is an important factor in shaping the personality of students in the learning process (Ginns, Martin, & Papworth, 2018). Through the role of a good teacher, it is expected that students can learn and work together to help learning between one student and another student (Slavin, 2017).

The problems that arise in social studies learning in schools are learning outcomes, namely poor knowledge and low motivation to learn. Both are interrelated and have an impact. So, teachers play an important role in increasing motivation to achieve optimal learning outcomes.

There are two factors affecting student learning outcomes, namely 1) student internal factors in the form of activeness, interest, and enthusiasm. Motivation is very important in learning, the stronger a person's motivation in learning, the more optimal in conducting learning activities, in other words, the intensity (strength) of learning is largely determined by motivation (Harahap, 2013). 2) Learning factors that consist of models, methods, and approaches carried out by the teacher during the learning process in the classroom. Interactive learning greatly influences student collaboration that has an impact on learning outcomes (Lorena, 2013).

From these problems, one solution that is expected to be able to answer these problems is the use of thelearning model STAD(Student Team Achievement Division). STAD is a learning model that emphasizes theprocess Student Team Learning , which is learning based on the principle that students must be able to be responsible when learning together on their own learning or learning group members. The basic concept of the student learning team includes individual responsibility, group awards, and opportunities for equal success (Huda, 2013).

STAD learning model is a learning model that directs students to communicate with each other in discussions, cooperate with each other and collaborate to complete tasks assigned to the group in the frame of responsibility both individually and in groups. STAD places more emphasis on academic achievement, tolerance, accepting diversity, and developing social skills (Arends, 2008).

Slavin's view (1995) suggests two reasons for using themodel STAD. First, that the use oftype cooperative learning STAD can improve student learning outcomes while increasing the ability of social relationships, fostering an attitude of accepting deficiencies of self and others, and can increase self-esteem. Second, STAD can realize students' needs in learning to think, solve problems, and integrate knowledge with skills (Harahap, 2013).

In the STAD learning model there are several steps that must be taken, namely:

Table 1. Syntax STAD Learning Model

Phase	Teachers Activities
Phase 1: The present goal and set	Explain to learners' learning objectives and prepare learners to be ready to learn
Phase 2: Present information	Presenting information / instruction to students by using multiple media
Phase 3: organize student into learning team	Directing students to form groups according to agreed rules
Phase 4: assist team work and study	Helping students in group learning in accordance with the LKS received by students
Phase 5: test on materials	Test students' knowledge about the results of the discussion group and conduct individual / quiz evaluation.
Phase 6: provide recognition	Prepare awards that will be given to students both individuals and groups

(Suprijono, 2017)

This study focuses on the material development of maritime economy and agriculture, its potential and utilization. Through this material, students will learn with their groups to respect each other about the wealth of the maritime and agricultural fields in Indonesia so that all maritime and agricultural potential can be optimally utilized. Students also learn about the social life of residents in coastal and rural areas and how they collaborate in utilizing existing natural resources to meet economic needs.

In accordance with the previous review, the problem can be formulated in this study, namely 1) Are there changes in student learning motivation resulting from the learning process usingtype cooperative models STAD that have an impact on learning outcomes? 2) Is there a significant effect of thetype cooperative learning model STAD on student attitudes in social studies subjects? The purpose of this study is to test that the right learning model is able to change students' motivation and knowledge.

METHOD

This research is an experimental study by using the pretest-posttest control groub design. The design can be described as follows.

Tabel 2. Experiment Design

Group	Pretest	Treatment	Posttest
Eksperiments	O_1	X_1	O_2
Control	O_3	X_2	O_4

Description:
O_1 : Pretest experiment class
O_3 : Pretest control class
X_1 : STAD
X_2 : Direct
O_2 : Posttest experimental class
O_4 : Posttest control class

Variables in this study consisted of fixed variables and dependent variables. Fixed variables are STAD (X1) and MPL (X2). The dependent variable is motivation (Y1) and knowledge (Y2) students. The control variables consist of teaching material, instruments, test questions, time and learning media adapted to the right conditions.

The sample from this study is a class sample. The sampling technique is done bysimple random sampling, which is the determination of the sample by drawing draws without regard to the strata that exist in the population. The data collection technique for motivation variable (Y1) uses aquestionnaire Likert scale with a score of 1-4. The knowledge variable (Y2) uses a written test. All data obtained will be tested for assumptions and variance homogeneity tests. If the prerequisites are fulfilled, the data analysis usesparametric statistics independent smple t-test.

RESULT AND DISCUSSION

Referring from several experts stating that learning the essence is change. These changes can be seen in students' mastery in the form of skills, habits, attitudes, abilities, knowledge, understanding (Uno, 2007, p. 15). Along with this foundation, this study will discuss changes in student motivation and knowledge.

Effect of STAD on Motivation Learning

Pretest motivation questionnaire was conducted aimed at knowing students' initial motivation before obtaining treatment. So that differences in the influence of a different learning model can be seen. The comparison of the results of pretest the learning motivation questionnairein the experimental class and the control class as follows.

Table 3. Pretest experimental class- Control Class

No.	Interval	Category Motivation	Experiment Class		Control Class	
		Learn	Freq.	%	Freq.	%
1	83 - 100	Strong	2	10 %	5	18%
2	66 - 82	Medium	16	80 %	12	43%
3	45 - 65	Weak	2	10 %	11	39 %
4	25 - 44	Very Weak	0	0 %	0	0 %
	Amount		20	100%	28	100%

Student learning motivation in the experimental class shows that there are 2 students (10%) who have strong learning motivation, 16 students (80%) have moderate learning motivation, and 2 students (10%) have learning motivation categories that are weak in achieving student achievement. In the control class there were 5 students (18%) had strong learning motivation, 12 students (43%) had moderate learning motivation, and 11 students (39%) had weak learning

motivation. The data shows that the pretest of learning motivation in the experimental class and the control class is almost the same.

Giving treatment to students for 3 meetings using STAD and MPL. The teaching of the two classes greatly controls the variables that can interfere with research. The two research classes then re-measured their level of motivation. The posttest results of student learning motivation are as follows.

Table 4. Posttest of Experimental Class

No.	Intervals	Category Motivation Learn	Experiment Class		Class Control	
			Freq.	%	Freq.	%
1	83 – 100	Strong	8	40 %	6	21 %
2	66 – 82	Medium	11	55 %	14	50 %
3	45 – 65	Weak	1	5 %	8	29 %
4	25 - 44	Very Weak	0	0 %	0	0 %
	Amount		20	100%	28	100%

At the end of the experiment, strong learning motivation increased to 8 students (40%), and weak learning motivation decreased to 1 student (5%). In the control class, strong learning motivation also experienced better changes, namely 6 students (21%) and motivation with a weak category decreased to 8 students (29%). Data that has been obtained later analyzed using the Independent Sample t-test. Decision-making and conclusion of the research hypothesis testing posttest students' motivationperformed at a significance level of 5% with the criteria if the significance value $\alpha > 0.05$, then H0 is received and H1 rejected. The results of the analysis can be seen in the following table.

Table 5. Independent Sample t-test Motivation

Mean		t	Df	Sig. (2-tailed)
Experiment	Control			
80,00	72,18	3,184	46	0,003

In the table shows that the significance value is $\alpha < 0.05$, which is sig (2-tailed) 0.003 <0.05. So it can be concluded that there is a significant effect of student learning motivation between the experimental class and the control class after being given treatment. STAD has a significant effect on student learning motivation.

Influence of STAD on Social Studies Knowledge

Assessment of student knowledge is focused on material development of maritime economics and agriculture. Students are given a pretest to find out students' initial knowledge. The test given is a MCQ test. The results of the pretest knowledge are as follows.

Table 6. Pretest Knowledge Experimental Class

No.	Intervals	Category	Experiment Class		Control Class	
			Freq.	%	Freq.	%
1	76 -100	Very Good	0	0 %	0	0 %
2	51 – 75	Good	8	40 %	5	18 %
3	26 – 50	Enough	11	55 %	19	68 %
4	1 – 25	Less	1	5 %	4	14 %
	Amount		20	100%	28	100%

In the experimental class there were 8 students (40%) with good categories, 11 students (55%) with enough categories, and 1 student (5%) with less categories. In the control class it can be seen that 5 students (18%) with good categories, 19 students (68%) with sufficient categories, and 4 students (14%) with less categories. The test of the independent sample t-test was conducted to see whether or not there were differences in knowledge in the two research classes with thegiven pretest. The statistical calculation shows the following results.

Table 7. Independent sample t-test pretest knowledge

Mean		T	Df	Sig. (2-tailed)
Experiments	Control			
47,45	41,00	1,706	46	0,95

Both classes are given different learning, namely STAD and MPL. The treatment was conducted in 3 meetings. Then students are given posttest. Theresults posttest can be shown in the following table.

Table 8. Posttest Knowledge Experimental Class

No.	Intervals	Kategory	Eksperiment Class		Control Class	
			Freq.	%	Freq.	%
1	76 -100	Very Good	11	55 %	4	14 %
2	51 – 75	Good	8	40 %	11	39 %
3	26 – 50	Enough	1	5 %	13	47 %
4	1 – 25	Less	0	0 %	0	0 %
	Amount		20	100%	28	100%

In the experimental class there were 11 students (55%) with very good categories, 8 students (40%) with good categories, and 1 student (5%) with enough categories. In the control class, it can be seen that there are 4 students (14%) with very good categories, 11 students (39%) with good categories, and 13 students (47%) in the Enough category.

The data were then tested using an independent sample t-test to see differences in the two research classes. Statistical calculations show the following results.

Table 11. Independent sample t-test posttest knowledge

Mean		T	Df	Sig. (2-tailed)
Class Experiment	Control Class			
74,95	55,18	5,480	46	0,000

The significance level of 0.05 has a significance value of $\alpha < 0.05$, namely sig (2-tailed) 0,000 <0.05. So it can be concluded that there is a significant difference in student knowledge between the experimental class and the control class after being given treatment. So in other words there is a significant effect of thelearning model STAD on student knowledge. The statement is supported by the average value of the experimental class knowledge of 74.95 which is greater than the control class, which is 55.18. Both classes experienced changes in knowledge based ondata pretest and posttest. However, teaching using themodel STAD is greater in providing changes in student knowledge compared to the direct learning model.

CONCLUSION

The appropriate learning model is able to change student learning motivation. Good motivation will create a good learning atmosphere in the classroom. STAD with quizzes and group awards is able to make students more eager to learn without discrimination. So that students are motivated to learn to achieve optimal achievement.

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