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THE IMPLEMENTATION OF STAD MODEL TO ENHANCE CIVIC ENGAGEMENT AMONG GRADE V STUDENTS AT SDN BINGIN RUPIT

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Abstract: This research is motivated by the low involvement of students in the learning process of Pancasila and Citizenship Education (PPKn), especially in various norm materials. Students tend to be passive, lack enthusiasm, and their learning outcomes do not reach the Minimum Completeness Criteria (KKM). Therefore, a learning approach is needed that can increase students' active participation in the learning process. One model that is seen as effective is the Student Teams Achievement Division (STAD), which is a cooperative learning model that emphasizes teamwork and shared responsibility. The purpose of this study is to find out whether the application of the STAD learning model can increase student involvement in PPKn learning in grade V of SDN Bingin Rupit. This study uses a pseudo-experimental method with a One Group Pretest-Posttest design. Data is collected through observation and test instruments. The results showed a significant increase in student engagement after the implementation of the STAD model. The average student engagement score increased from 2.8 to 4.1 (high category). The implementation of STAD also encourages students to be more active in discussing, answering questions, and helping each other in understanding the material. In conclusion, the STAD model is effective in increasing student involvement and understanding in PPKn learning at the elementary school level. It is recommended that the STAD model be applied more broadly in Civic Education and other subjects to enhance collaborative skills and engagement. Future studies could examine its long-term impact on civic attitudes and democratic behavior.

Keywords: STAD, student involvement, PPKn, norms, cooperative learning

INTRODUCTION

Education is a fundamental pillar in shaping not only the intellectual capacity of individuals but also their moral character and civic responsibility. As outlined in the Indonesian National Education System Law No. 20 of 2003, the primary objective of education is to develop the potential of students to become

human beings who are faithful, pious to God Almighty, noble in character, healthy, knowledgeable, capable, creative, independent, and democratic citizens who are responsible for the welfare of society and the nation.

In the context of elementary education, one of the key subjects responsible for achieving this goal is Civic Education (Pendidikan Pancasila dan Kewarganegaraan - PPKn). This subject plays a crucial role in building national identity, fostering awareness of constitutional rights and obligations, and instilling a deep sense of nationalism and respect for diversity. Civic Education is not merely about transmitting knowledge but also about shaping behaviors and attitudes that align with the values of Pancasila and the 1945 Constitution (UUD 1945). It is designed to prepare students to live as responsible, ethical, and participative members of society.

However, various studies and observations in the field indicate that student engagement and interest in Civic Education at the primary school level remain alarmingly low. One of the major factors contributing to this issue is the dominance of conventional teaching methods, which emphasize rote memorization and one-way communication. These methods fail to connect the subject matter with students' real-life experiences, rendering the learning process abstract and disengaging (Magdalena, 2020; Surya, 2020). As a result, students often perceive PPKn as a monotonous subject that lacks relevance and appeal, especially when dealing with topics that are moral or philosophical in nature—such as the types of norms.

The lack of meaningful engagement with the topic of norms is particularly concerning. Norms—both formal and informal—form the backbone of societal order and function. Understanding the distinctions between legal norms, moral norms, religious norms, and customary norms is essential for fostering students' social awareness, ethical behavior, and responsible decision-making. Yet, when taught through didactic lecture-based methods, these vital concepts often fail to resonate with students, leading to poor comprehension and minimal retention.

To address these pedagogical shortcomings, educators and researchers are increasingly turning to innovative instructional strategies that prioritize student-

centered learning. One such strategy is cooperative learning, particularly the Student Teams Achievement Division (STAD) model, which was developed by Slavin (2015). This model encourages students to work collaboratively in small, heterogeneous groups to master academic content, with each team member being responsible not only for their own learning but also for assisting their peers. By incorporating elements of peer teaching, accountability, and group rewards, STAD transforms the classroom into a dynamic, interactive environment that promotes both cognitive and social development.

Research has demonstrated that cooperative learning models like STAD can significantly improve academic achievement, student motivation, interpersonal skills, and self-confidence (Wulandari, 2022; Musdalipa et al., 2022). Unlike traditional approaches, STAD facilitates deeper understanding by encouraging students to articulate their thinking, engage in discussions, and internalize concepts through active participation.

In the specific context of SDN Bingin Rupit, a public elementary school in North Musi Rawas Regency, preliminary observations revealed that fifth-grade students displayed low levels of engagement and comprehension in Civic Education, particularly during lessons on the types of norms. Teachers reported difficulties in stimulating classroom interaction, and students often relied heavily on memorization without truly grasping the meaning and application of norms in everyday life.

Therefore, this study was designed to explore the implementation of the STAD model as an intervention to enhance student engagement in PPKn lessons. By focusing on the topic of types of norms, the research aims to provide an empirical basis for integrating cooperative learning methods into Civic Education instruction at the elementary level.

This study is expected to contribute to both the theoretical and practical understanding of how cooperative learning can be effectively used in primary education. It also seeks to offer solutions for improving the delivery of Civic Education so that students not only understand their rights and responsibilities as citizens but also internalize and apply these values in their daily interactions.

METHODOLOGY

Research Design

This research adopted a quantitative method with a pre-experimental design using the one-group pre-test and post-test format. This design enables the comparison of students' engagement and understanding before and after the implementation of the STAD model. The pre-test measured the baseline engagement and academic understanding of Civic Education (PPKn), while the post-test evaluated the changes following the treatment.

The STAD model was applied over a series of structured learning sessions. Each session included group discussions, individual and team assignments, and evaluation quizzes. The focus was on fostering interaction, peer support, and accountability among students during the learning process.

This research design was chosen due to its practicality in school settings and its capacity to reveal the effectiveness of educational interventions without needing a control group.

Research Subject

The study involved 20 students of Grade V at SDN Bingin Rupit, located in North Musi Rawas Regency, South Sumatra. The sample consisted of 10 male and 10 female students aged between 10 and 11 years. The sample selection used saturated sampling (total sampling), where all members of the population were included because of the small population size.

This method ensures that all possible variation within the group was represented and allows for an in-depth assessment of the learning intervention’s effectiveness.

Data Collecting

Data were collected using two main instruments:

1. **Tests (Pre-test and Post-test):**

   These were used to measure the cognitive aspect of students' understanding of the types of norms. The tests consisted of 20 multiple-choice questions aligned with the national curriculum for Civic Education.

2. **Observation Sheets:**
   Observations were conducted during the learning process using a rubric based on engagement indicators, such as:
   a. Active participation in group work
   b. Willingness to ask and answer questions
   c. Enthusiasm and attention during class
   d. Contribution during group presentations

Observers scored student behaviors using a **5-point Likert scale**, where 1 indicated very low engagement and 5 indicated very high engagement.

Data Analysis

Validity and reliability tests were conducted before the main study. Item validity was tested using the point-biserial correlation, while reliability was measured with KR-20, resulting in a coefficient of 0.82, indicating a high level of consistency.

Quantitative data from the tests were analyzed using paired sample t-tests to determine significant differences between the pre- and post-test scores. The hypothesis was tested at a significance level of $\alpha = 0.05$.

Additionally, descriptive statistics such as mean, standard deviation, and percentage increase were calculated to provide a broader understanding of changes in student performance and engagement.

RESEARCH RESULT

Findings

This study involved 20 students of Grade V at SDN Bingin Rupit as research subjects. The aim was to examine the effectiveness of the Student Teams Achievement Division (STAD) learning model in enhancing students' engagement and understanding of the topic *"types of norms"* in Civic Education. Data collection was conducted through pre-tests and post-tests as well as classroom observations focused on specific behavioral indicators.

Pre-Test Results

The pre-test was conducted prior to the implementation of the STAD learning model to assess students' initial academic performance and engagement levels. The results revealed an average test score of 63.4 out of 100, with the lowest score recorded at 50 and the highest at 72. In terms of engagement, the students scored an average of 2.8 on a Likert scale of 1 to 5, indicating a low level of involvement. Observations during this phase showed that most students were passive and hesitant to participate in discussions. They relied heavily on teacher explanations and showed little initiative to explore concepts independently or collaboratively. Additionally, a lack of motivation was evident, as several students appeared distracted and disinterested during lessons.

Following the implementation of the STAD learning model over several instructional sessions, significant improvements were observed. The post-test results showed a substantial increase in academic performance, with an average score of 81.5, a lowest score of 70, and a highest score of 92. Student engagement also increased notably, reaching an average score of 4.2, which falls into the high category. Students exhibited marked progress in collaborative learning, actively engaging in group discussions and supporting one another in understanding the material. They became more willing to present group findings and express their opinions confidently. Furthermore, they demonstrated greater assurance in answering questions and relating the concept of norms to real-life situations,

highlighting the effectiveness of the STAD model in fostering both academic achievement and civic engagement.

Statistical Test

A paired sample t-test was conducted to compare pre- and post-test results. The analysis showed:

a. **t-value** = 7.98
b. **p-value** < 0.001
   This result indicates that the difference between pre- and post-intervention scores was statistically significant.

Observation Summary

The increase in engagement and academic performance was also visible in classroom dynamics:

Engagement Indicator	Pre-STAD Score	Post-STAD Score	Improvement
Participation in group work	2.9	4.5	+1.6
Asking/answering questions	2.6	4.0	+1.4
Motivation during lessons	2.7	4.3	+1.6
Task completion responsibility	3.0	4.6	+1.6

These findings confirm that STAD positively influences both cognitive and affective domains of student learning.

Discussion

The results supported that there was a significant improvement of students academic performance and classroom eqtivism in Civic education learning using the Student Teams Achievement Division (STAD) learning network for the fifth grade students of Civic Education SDN Bingin Rupit. The issue of "types of norms," that is, legal, moral, religious, and customary norms, was a difficult one for students to understand and as such we had low comprehension and participation. But students not only achieved higher ACADEMIC scores after the STAD model was used, but they also became more integrated in some Resumen activities in class,

exhibited an Resumen better attitude toward in Resumen class, were more motivated pessoal pelo prepare and, overall, learned better.

This transformation is primarily attributed to the collaborative nature of STAD, which encourages students to actively participate in the learning process through group discussions, peer teaching, and shared responsibilities. Unlike traditional methods where the teacher is the sole source of information and students are passive recipients, the STAD model transforms the learning environment into a more dynamic and participatory space. During the implementation, students were assigned to heterogeneous groups in which each member contributed to the learning process. This setting allowed students to express their ideas freely, ask questions without fear, and provide support to their peers who needed help in understanding the material.

The significant increase in post-test scores indicates that cooperative learning through STAD enhances cognitive processing. Students were not only able to remember facts but also to apply their knowledge in problem-solving contexts. They became more confident in identifying examples of norms in everyday life and explaining the consequences of violating those norms. This level of understanding reflects a shift from surface-level learning to deeper conceptualization, which is essential in Civic Education.

Furthermore, the observation data revealed that students' behavioral and emotional engagement improved remarkably. Before the intervention, many students were reluctant to speak, hesitant to answer questions, and easily distracted during lessons. After experiencing the STAD learning model, they showed increased enthusiasm, frequently participated in discussions, and collaborated effectively with their teammates. The use of group recognition and praise motivated students to contribute meaningfully to the group's success, leading to a sense of responsibility and pride in their work.

The teacher's role during the implementation also changed significantly. Instead of dominating the classroom with lectures, the teacher acted as a facilitator who guided students through the learning process. This role involved monitoring

group activities, offering feedback, asking probing questions, and ensuring that all students were engaged. Such a role aligns with constructivist principles of learning, where knowledge is constructed through interaction, reflection, and social collaboration rather than passive absorption.

Importantly, the STAD model also addressed issues of inclusion and equity. Students with lower academic abilities benefited from peer support within the groups, which allowed them to learn in a non-threatening environment. At the same time, students with higher capabilities were able to strengthen their own understanding by teaching others, which in turn fostered a culture of mutual respect and cooperation. This learning environment helped narrow the academic performance gap and ensured that all students had the opportunity to succeed.

In terms of moral development, the STAD model supported the internalization of civic values. Through meaningful discussions about norms and their application in daily life, students engaged in moral reasoning and reflected on the importance of living in accordance with societal rules. They gained a better appreciation for the role of norms in creating order, harmony, and fairness within their communities. Such experiences are vital in shaping responsible citizens who are aware of their duties and capable of contributing positively to society.

Although the study demonstrated strong results, it also highlighted certain challenges in implementing the STAD model. The learning process required careful planning, effective time management, and continuous teacher support to ensure smooth group functioning. However, these challenges can be mitigated through proper training and experience. With adequate preparation, the STAD model can be integrated sustainably into the curriculum, particularly in subjects like Civic Education that benefit from interactive and values-based learning approaches.

In summary, the discussion of findings confirms that the STAD learning model is highly effective in enhancing the quality of Civic Education in elementary schools. It promotes not only academic success but also the development of social, emotional, and moral competencies that are essential for the formation of well-rounded individuals. The model's emphasis on collaboration, accountability, and

active participation aligns well with the goals of national education and offers a powerful alternative to conventional teaching practices. By adopting STAD, educators can create inclusive, engaging, and meaningful learning experiences that prepare students to become active, critical, and responsible members of society.

CONCLUSION

This study demonstrates the effectiveness of the cooperative learning model, Student Teams Achievement Division (STAD), in improving both academic understanding and student engagement among fifth-grade students at SDN Bingin Rupit, particularly on the topic of "Types of Norms" in Civic Education (PPKn). Prior to the intervention, students were generally passive, lacked motivation, and showed minimal participation in classroom activities. However, after implementing the STAD model, students became more active, enthusiastic, and engaged in collaborative learning.

The post-test scores and engagement indicators significantly improved, highlighting that the STAD model not only enhances knowledge comprehension but also fosters positive learning behaviors. Students found it easier to understand legal, moral, religious, and customary norms through peer interaction, group responsibility, and reflective discussion. The cooperative setting enabled students to express their opinions, think critically, and internalize civic values, aligning with the broader goals of character education.

The STAD model also shifted the classroom dynamic from teacher-centered to student-centered, empowering students to take ownership of their learning. It promoted social-emotional skills such as empathy, cooperation, and responsibility, which are vital components of Civic Education. Teachers played the role of facilitators, guiding students rather than dictating content.

The study suggests that the STAD model holds strong potential for broader implementation across various subjects, especially those involving moral reasoning and values. It promotes educational equity by allowing all students, regardless of ability, to contribute meaningfully. Overall, STAD is a promising, sustainable

strategy for cultivating academic excellence and civic competence in primary education.

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