

STUDENT TEAM ACHIEVEMENT DIVISION (STAD) LEARNING MODEL TO IMPROVE ELEMENTARY SCHOOL STUDENTS' CIVICS LEARNING OUTCOMES

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Abstract: This study aims to improve the Civics Education (PKN) learning outcomes of fourth-grade students at SDN 28 Lubuklinggau through the implementation of the Student Team Achievement Division (STAD) learning model. The background of this research is the low learning outcomes and student engagement in Civics Education, which require innovative strategies to foster active participation and deeper understanding of national values. The research employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The subjects of the study were 24 fourth-grade students. Data were collected using tests, observations, interviews, and documentation. In the first cycle, the average student score was 57.08 with 9 out of 24 students (37.50%) achieving the Minimum Completeness Criteria (KKM). After improvements were made, the second cycle showed a significant increase with an average score of 77.5 and 20 students (83.33%) meeting the KKM. These findings suggest that the STAD model is effective in improving both student activity and learning outcomes in Civics Education, particularly in understanding the meaning of Pancasila values in daily life. The use of cooperative strategies helped students become more engaged and motivated during the learning process. In conclusion, the STAD model can be considered an effective approach to enhance learning outcomes and foster collaborative skills among elementary students. Future research is recommended to examine its application in other subjects and grade levels to explore broader impacts.

Keywords: STAD, cooperative learning, Civics Education, learning outcomes, elementary school

INTRODUCTION

Education is a conscious and planned effort to create a learning environment and process that enables students to actively develop their potential. According to Arikunto (2020), education is a systematic effort to assist students in developing their potential through the learning process. In the context of elementary education, Civics Education (PKn) plays a vital role in shaping students' character and civic responsibility. The subject aims to cultivate knowledgeable, moral, and responsible citizens (Kemendikbudristek, 2021). However, PKn learning in elementary schools is often considered monotonous and less

engaging, primarily due to the continued use of conventional methods such as lectures and rote memorization. This results in low student motivation and poor learning outcomes (Hamalik, 2020). Observations at SDN 28 Lubuklinggau revealed that fourth-grade students scored below the Minimum Competency Criteria (KKM), partly due to teacher-centered learning and a lack of collaborative engagement in class (Uno, 2021; Sanjaya, 2021). This condition raises a critical question: how can Civics Education be delivered in a way that is more engaging and effective in improving student learning outcomes? To overcome these challenges, innovative learning strategies are needed to enhance both student motivation and academic achievement. One such method is the Student Teams Achievement Division (STAD) cooperative learning model. Slavin (2021) describes STAD as a structured learning strategy that promotes teamwork, accountability, and group success through heterogeneous group collaboration, individual assessments, and group rewards. Previous studies support the effectiveness of STAD in improving student learning outcomes. Kasim et al. (2021) reported an increase in mastery learning from 59.66% to 84.2% using STAD. Similarly, Sari & Hasan (2021) found a significant improvement in civic learning achievement using the same model. These findings reinforce the model's ability to enhance motivation, understanding, and teamwork among students. Nevertheless, many of these studies focus on different class levels, materials, and regional contexts, creating a gap in research related specifically to the use of STAD in the fourth-grade Civics Education curriculum on the topic of “The Meaning of Pancasila Values in Society.” Therefore, this study is significant as it aims to fill this research gap by applying the STAD model to a specific context and evaluating its impact on students’ understanding of civic values. By doing so, the research not only contributes to the empirical evidence on cooperative learning but also offers practical insights for educators seeking to improve the quality of Civics Education at the elementary level.

METHODOLOGY

Research Design

This study employed a Classroom Action Research (CAR) approach based on the model developed by Kemmis and McTaggart, which includes four main stages: planning, acting, observing, and reflecting. These stages were implemented cyclically in two cycles with the

goal of improving teaching practices and enhancing students' learning outcomes in Civics Education (PKn). The research used a qualitative approach supported by quantitative data from student test results.

ResearchSubjek

The research subjects were 24 fourth-grade students at SDN 28 Lubuklinggau, consisting of 12 boys and 12 girls. The class was selected purposively because it had been identified as having low Civics learning outcomes, based on preliminary interviews with the classroom teacher. The research was conducted during the second semester of the 2024/2025 academic year.

Data Collecting

The data were collected using the following techniques:

1. Observation, to assess teacher and student activities during the learning process using the STAD model.
2. Tests, administered before and after the treatment in the form of pre-tests and post-tests to measure students' learning outcomes.
3. Interviews, conducted with teachers and students to explore their responses, opinions, and experiences during the learning process.
4. Documentation, used to support the data through photos of activities, student work samples, and field notes.

Data Analysis

Data were analyzed using a descriptive quantitative and qualitative approach.

1. Quantitative data were analyzed using the mean and percentage of student mastery. The formulas used were:
 - a. Mean: $M = \Sigma X / N$
 - b. Mastery percentage: $P = (f / N) \times 100\%$
2. Qualitative data were analyzed through data reduction, data display, and conclusion drawing based on observations and interviews.
3. The indicator of success was if $\geq 80\%$ of students achieved a score above the minimum mastery criterion (KKM = 70) and both teacher and student activity were categorized as "good."

RESEARCH RESULT

Finding

This classroom action research was conducted in two cycles with the aim of improving Civics Education (PKN) learning outcomes of fourth-grade students at SDN 28 Lubuklinggau by implementing the Student Teams Achievement Division (STAD) cooperative learning model. The data were collected using observation, interviews, documentation, and tests.

Cycle I

In Cycle I, the average score of students was 57.08 with only 9 out of 24 students (37.50%) achieving the minimum mastery criteria (KKM = 70). Based on observations:

- a. Teacher activity reached 60% (categorized as “adequate”).
- b. Student activity was 55.5% (also categorized as “adequate”).

These results indicate that students were still relatively passive, and the teacher needed to improve classroom management, group guidance, and time allocation.

Cycle II

After revising the instructional approach, Cycle II showed substantial improvement:

- a. Average student score increased to 77.5.
- b. 20 out of 24 students (83.33%) achieved mastery.
- c. Teacher activity improved to 80% (categorized as “very good”).
- d. Student activity increased to 77.77% (categorized as “good”).

Summary Table: Student Mastery Results in Each Cycle

Cycle	Average Score	Students Not Mastered	Students Mastered	Percentage Mastery
Pre-Test I	45.42	18	6	25%
Post-Test I	57.08	15	9	37.5%
Pre-Test II	67.08	9	15	62.5%
Post-Test II	77.5	4	20	83.33%

These findings demonstrate that the STAD model significantly improved students' engagement and academic performance in Civics Education. The interactive and cooperative nature of the model helped students better understand the meaning of Pancasila values and encouraged active participation through group discussions and individual responsibility.

Discussion

The findings of this study revealed a significant improvement in the Civics Education (PKN) learning outcomes of fourth-grade students after the implementation of the Student Team Achievement Division (STAD) cooperative learning model. This increase was evidenced by the progression in student mastery from only 37.5% in Cycle I to 83.33% in Cycle II. This aligns with Slavin's (2021) theory that STAD is effective in encouraging student collaboration, accountability, and academic success through structured group activities and competitive individual assessments.

The learning process during the study showed an increase not only in students' test scores but also in their active participation, engagement, and motivation. This is consistent with Rahmatullah (2021), who emphasized that STAD helps students become more engaged because it fosters a sense of belonging and shared responsibility within groups. Moreover, group rewards and individual recognition create a positive learning environment where students are motivated to help each other and strive for academic achievement (Setiawan, 2022).

From the teacher's perspective, instructional management improved between cycles. In Cycle I, teacher activity was categorized as "adequate" (60%), while in Cycle II, it increased to "very good" (80%). This indicates that the implementation of STAD also helped the teacher refine classroom strategies, particularly in managing time, guiding group work, and creating a dynamic learning atmosphere (Lie, 2021). Teacher readiness and consistency are important components in ensuring the success of cooperative learning models like STAD.

In line with previous research, this study supports the findings of Kasim et al. (2021), who observed a similar increase in student achievement using STAD, and of Sari & Hasan (2021), who noted improved motivation and collaboration during civic learning. These results also mirror those reported by Sulastri (2021), where cooperative learning led to a more enjoyable and effective classroom experience.

The study also identified several challenges, particularly in the early stages. Some students initially displayed passivity and struggled with group interaction. As Slavin (2020) warned, heterogeneous groups may sometimes cause dominant students to take over tasks, while less capable students may become passive observers. Therefore, teachers must continuously monitor and adjust group dynamics to ensure equitable participation and learning outcomes.

Overall, the application of the STAD model proved to be a strategic and effective method for improving learning outcomes and student engagement in Civics Education. It not only facilitated cognitive understanding but also contributed to the development of affective and social skills such as cooperation, respect, and democratic values—essential aspects of the PKn curriculum (Supriatna, 2021).

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