

Analysis of the Use of the STAD Type Cooperative Learning Model (Student Team Achievement Division) in Obtaining Student Learning Outcomes (Qualitative Descriptive Analysis with Literature Study Techniques)

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ABSTRACT

The purpose of this study was to review the literature on the use of the Stad type cooperative learning model (Student Team Achievement Division) in obtaining student learning outcomes. Data collection techniques used are editing, organizing, and finding. Data analysis techniques were carried out deductively and interpretively. In this case, learning outcomes are changes in both affective, cognitive, and psychomotor aspects made by students to determine the extent to which learning objectives can be achieved to measure success in learning. Therefore, to be able to improve student learning outcomes, it is necessary to involve students in learning, this involvement in which children must play an active role in achieving learning goals. One of the models to increase student learning success is the Stad type cooperative model (Student Team Achievement Division). The Stad type cooperative learning model (Student Team Achievement Division) emphasizes working together between students with one another so that they can solve problems in learning, in learning using the Stad type cooperative model (Student Team Achievement Division) has the steps taken, namely conveying goals, presenting lesson information, heterogeneous group division, division of tasks in groups, group discussions, presenting material to other groups, evaluation in the form of quizzes and tests, awarding. The results showed that the Stad type cooperative model (Student Team Achievement Division) on average was able to improve student learning outcomes, because the implementation of aspects of teacher and student activities were categorized as more active in their learning so that they experienced increased learning in classroom learning. Where the Stad type cooperative model, students can work together to complete their tasks and are mutually responsible for their own work. This can be seen from the many theories that support the Stad type cooperative model (Student Team Achievement Division) on student learning outcomes.

Keywords: Grade type cooperative learning, learning outcomes