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The Influence of Learning Model STAD, Discussion, and Learning Interest toward Learning Outcomes of Elementary School Students

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Abstract

This study aims to determine the effect of the STAD type learning model, discussion, and learning interest on social studies learning outcomes in elementary school. This experimental study compares student learning outcomes between the experimental and control classes. The population in this study were all fifth-grade students at SDN Kedoya Utara 01 with 64 students. The sample in this study is not students as individuals but as classes. Purposive sampling method to gain the sample among populations. The data were obtained through instrument and documentation questions. The data analysis techniques are r test analysis and t-test. The results are there is a significant effect on the STAD type cooperative learning model, discussion and interest in learning together affect learning outcomes for social studies subjects with F count = 23,444% Sig = 0.0000 <0.05. Then there is a significant effect on the STAD type of cooperative learning model that affects the learning outcomes of social studies subjects with t = 5.961% and Sig = 0.0000 <0.05. Furthermore, there is an insignificant effect on the perception of the Discussion-type cooperative learning model and interest in learning together to influence the learning outcomes of social studies subjects with F count = 3.444% Sig = 0.0000 <0.05. 4. Thus there is a simultaneous influence between the STAD cooperative learning model, and discussion with learning interest on social studies learning outcomes.

Keywords: *Cooperative Learning Model, Learning Interest, STAD Model, Discussion Model, Learning Outcomes*

Pengaruh Model Pembelajaran Tipe STAD, Diskusi, dan Minat Belajar terhadap Hasil Belajar Siswa Sekolah Dasar

Abstrak

Tujuan penelitian ini adalah untuk mengetahui Pengaruh Model Pembelajaran Tipe STAD, Diskusi dan Minat Belajar Terhadap Hasil Belajar IPS di SD. Jenis penelitian ini adalah penelitian eksperimen dengan membandingkan hasil belajar siswa antara kelas eksperimen dan kelas kontrol Penelitian ini mengambil lokasi di SDN Kedoya Utara 01 Kebon Jeruk Jakarta Barat. Populasi dalam penelitian ini adalah seluruh siswa kelas V di SDN Kedoya Utara 01 berjumlah 64 Siswa. Sampel dalam penelitian ini bukan siswa sebagai individu tetapi kelas. Sampel tingkatan ditetapkan dengan purposive sampling pada siswa kelas V. Data diperoleh melalui soal instrumen dan dokumentasi. Teknik analisis data adalah analisis uji r dan uji t. Berdasarkan analisis diperoleh kesimpulan. Terdapat pengaruh yang siqnifikan atas model pembelajaran kooperatif tipe STAD, Diskusi dan minat belajar secara bersama-sama berpengaruh terhadap hasil belajar mata pelajaran IPS dengan Fhitung = 23,444 % Sig = 0,0000 < 0,05. Kemudian adanya pengaruh yang signifikan atas model pembelajaran kooperatif tipe STAD berpengaruh terhadap hasil belajar mata pelajaran IPS dengan thitung = 5,961 % dan Sig = 0,0000 <0,05. Selanjutnya, ada pengaruh yang tidak signifikan persepsi atas model pembelajaran kooperatif tipe Diskusi dan minat belajar secara bersama-sama berpengaruh terhadap hasil belajar mata pelajaran IPS dengan Fhitung = 3,444% Sig = 0,0000 < 0,05. 4. Sehingga dapat disimpulkan terdapat pengaruh simultan antara model pembelajaran kooperatif STAD, Diskusi dengan minat belajar terhadap hasil belajar IPS.

Kata Kunci: *Model Pembelajaran Kooperatif, Minat Belajar, Hasil Belajar, Model STAD, Model Diskusi,*

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INTRODUCTION

The process of human interaction among educators and students aims to support human development-oriented to gain excel values and the preservation and development of culture related to human development is a new term of Education (Welsh and Swain 2020). However, Education keeps a person's intelligence, character, personality, spiritual strength, and skills that can be used for themselves and society. It aligns with interest, a driving force for learning activities to achieve desired goals (Nisa Ashobah, Umi Nurbaeti, and Toharudin 2019; Suriswo and Sumartono 2021). Meanwhile, learning is defined as a system that consists of various components interconnected. These components include: objectives, materials, methods, evaluation (Rusman 2014). Then if students have an interest in learning, they will actively participate in and give excellent learning outcomes. It will align with interest as a role that influence learning outcomes.

Interest is a natural behavioral to love and prefered to act,then otherwise they keep for theirself. However it also known as the acceptance of a relationship between theirself amd something in outside. However Dimyati and Mudjiono (2006) stated if relationship have a positivisme impact align with interest. The teacher's role in implementing an attractive learning model is needed to generate student interest in learning. Students' attention to learning stimuli can be achieved in a variety of ways, including the use of teaching media, questions, learning model, the repetition of different information from the previous method, and the use of learning stimuli in other forms to create an unboring environment.

Furthermore, learning model as known as teacher's framework to deliver learning materials in aims to create students mastery effectively and efficiently (Zulyusri and Dana 2019). Teachers should be able to choose and understand learning models according the material and learning objectives, both in process and results. However, Not all learning models suitable with various materials, its application is adapted to the needs of students. Regarding situation above each type of learning model has the principle of main pressure and different goals (Isjoni 2015).

Isjoni (2015) also defines cooperative learning which means doing something together by helping each other as a group and team. Student Team Achievement Divisions (STAD) one of the types of cooperative learning model with heterogeneous student abilities. This model is seen as the simplest, effective and most direct method of the cooperative learning approach (Suriswo and Muafur 2019; Trianto 2010; Wahyuni 2018). According to Trianto (2010) in class discussion as type of learning model, there are a series of useful learning strategies to increase the active role of students. They are buzz group, the encouragement and need to relate (interact) with other people are more caused by human instincts as living beings who have the nature of gregariousness.

However, Djamarah (2008) explained the discussion method is a way of learning in which students are faced with a question or statement that has a problematic nature to be solved together.

Furthemore, the discussion type learning model aims to solve a case or problem, add or understand knowledge, answer a question and aim to make a decision model to (Reisman et al. 2018; Sanjaya 2009; Sasmita, Edriati, and Yunita 2018)). From the description above, it can be concluded that the type of discussion is a learning model with the delivery of learning material through brainstorming to solve a problem. However To achieve the results that have been determined, the learning model. Discussion type can be carried out between several students in one group, between teachers and a group of students, between teachers and all group members in the class.

Learning outcomes represent as the result from an interaction from learning and teaching. In general there are two perspectives, they are Teacher's perspective and student's perspective. In scope of teacher's perspective, end of teaching activity is the evaluating learning outcomes. From the student's perspective, learning outcomes are the end of the cut and the peak of the learning process (Dimyati and Mudjiono 2006; Triningsih 2022). According to Sardjiyo (2014), teachers of social sciences should master in the essential concepts of social science to shape students' subjects regarding the learning objectives. Furthermore, based on the results of the initial preliminary study, it is known that the daily test scores in the fifth grade Social Sciences (IPS) subject at the Kedoya Utara 01 State Elementary School, West Jakarta, have a weak learning outcomes. Furthermore this research will take a chance to apply the learning model of STAD, Discussion with level of learning interest as the solution to solve the background above.

METHOD

The current research used an experimental design with a 2x2 treatment as chosen research design to consider the used of controls for the presence of two different treatments. This research was conducted on students from 2 classes with equal abilities and take lessons with different approaches (Sudjana 2013). Population of this research were 64 students at the North Kedoya State Elementary School 01. The sample of this test as known as not individuals but researcher focused on class. Saturated sampling is used in the use of sampling techniques during research. According Sugiyono (2010) if amount of population less than a hundread, all population became a sample. The total sample in this study was class Fifthe in two groups SDN Kedoya Utara 01

According to Arikunto, Suhardjono, and Supardi (2015), data is a tool for proving hypotheses and describing the variables being studied. Data collection tools were through observation sheets for data collection from monitoring actions on the development of students' social studies learning outcomes and observer input as material for writing field notes, and documentation. The researcher analyzed data with descriptive quantitative to describe facts in accordance with the data obtained to know the improvement of social studies learning outcomes.

RESULT AND DISCUSSION

The Effect of STAD Type, Discussion and Learning Interest together on Social Studies Learning Outcomes.

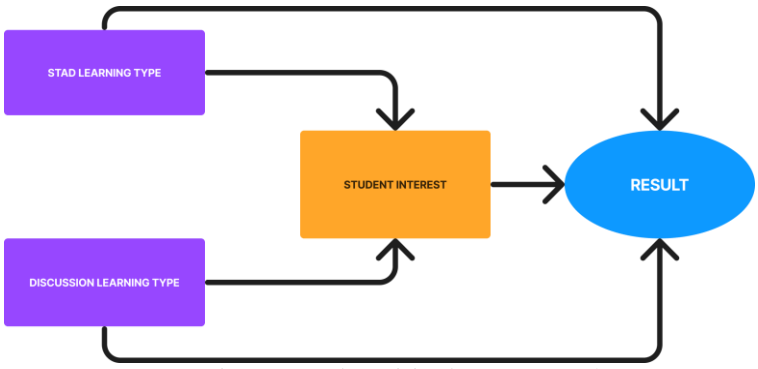

Figure 1. Theoritical Framework

Table 1 Result of Calculation of Correlation Coefficient of Effect of Variables X^1 and X^2 on Variable Y

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.571[a]	.326	.312	6.19951

According the table above, the correlation coefficient is 0.571 and the coefficient of determination is 32.6%, after testing with the SPSS program it is proven that the correlation coefficient is significant. This means that there is an influence of the independent variable X^1 (STAD Type) and X2 (Discussion Type) serta X^3 (Learning Interest) together on the dependent variable Y (Learning Output of Social Science).

Table 2. Recapitulation of Calculation Results of Significance Testing of Regression Coefficient Effect of Variables X^1 and X^2 with Variable Y

ANOVA[b]						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	1802.120	2	901.060	23.444	.000[a]
	Residual	3728.092	97	38.434		
	Total	5530.212	99			

While the regression analysis obtained the regression line equation = 39,003 + 0.313 X1 + 0.199 X2. The constant value = 39,003 indicates that with the lowest motivation and interest in learning social studies subjects, it is difficult for these students to achieve good social studies learning outcomes. While the regression coefficient values of 0.313 and 0.199 indicate that there is a positive influence on the independent variables X1 (STAD Type) and X2 (Discussion Type) and X3 (Learning Interest) together on the dependent variable Y (Social Studies Learning Outcomes) and each time there is an increase of one the interest value unit, there is an increase in social studies learning outcomes of 0.313 units, while every time there is an increase in the interest value, there is an increase in social studies learning outcomes by 0.199.

Linearity test was carried out using the SPSS program. Based on the test results obtained that the regression line is linear. After testing the significance of the regression coefficient with the SPSS program, it was found that the regression coefficient was significant, which was indicated by the value of Sig = 0.000 and Fcount = 23,444, while Ftable = 3.09 so that the value of Sig < 0.05 and Fcount > Ftable or the regression was significant, which means it is true that there is a positive effect of the independent variables X^1 (type STAD) and X^2 (Discussion type) and X^3 (Learning Interest) together on the dependent variable Y (Social Studies Learning Outcomes).

Based on the theoretical synthesis in Chapter II, Social Studies learning outcomes are students' ability to master several materials covering the affective, cognitive, and psychomotor domains after students receive their learning experiences to achieve learning objectives.

The STAD type cooperative learning model is one of the learning models that is useful for fostering cooperative, creative, critical thinking skills and the ability to help friends and is a very simple cooperative learning. While interest in learning is a sense of liking or interest of students in learning so as to encourage students to master knowledge and experience, this can be shown through participation and activity in seeking such knowledge and experience. In relation to learning activities, interest becomes a driving force to be able to achieve the desired goals, without interest, learning goals will not be achieved. From this information, it can be shown that: If the STAD type of cooperative learning model and learning interest in social studies subjects are high, then the social studies learning outcomes will be high as well.

Based on quantitative information and theory, it can be concluded that the STAD type and interest in learning have a positive and significant effect on students' social studies learning outcomes. In connection with previous research, this model has been proven to be effective in improving the quality of a learning activity.

Table 3. Recapitulation of Calculation Results of Regression Line Equation Effect of Variables X1 and X2 on Variable Y

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	39.003	5.138		7.591	.000
	Tipe STAD	.313	.052	.501	5.961	.000
	Minat	.199	.077	.218	2.594	.011

The Effect of STAD Type on Social Studies Learning Outcomes.

Based on the hypothesis testing data, it was obtained that the value of Sig = 0.000 and tcount = 5,961, while ttable = 1.66. Because the value of Sig <0.05 and Tcount > Ttable, H0 is rejected, which means that there is a significant effect of the independent variable X1 (STAD type) on the dependent variable Y (Social Studies Learning Outcomes). Based on the theory and quantitative information, the researcher determined that: STAD type had a positive and significant effect on social studies learning outcomes.

The Effect of Discussion Type on Social Studies Learning Outcomes

Based on the hypothesis testing data, it was obtained that the value of 3.444% Sig = 0.0000 <0.05. then H0 is accepted which means that there is no significant effect of the independent variable X2 (Discussion type) on the dependent variable Y (Social Studies Learning Outcomes). This shows that the interests of the respondents are quite diverse. Fcount = 3.444% Sig = 0.0000 < 0.05.

The above shows that the Discussion type score data in this study is less representative. While scores that are above the average are fewer than those below the

average, this shows that there are fewer students who have high interest in learning than those who are high.

Based on the theory and quantitative information, the researcher determined that: Discussion type had no positive and insignificant effect on social studies learning outcomes. This was proven based on hypothesis testing and discussion type scores.

The Influence of Learning Interest on Social Studies Learning Outcomes

From hypothesis testing, it is obtained that the value of Sig = 0.011 and tcount = 2.594, while ttable = 1.66. Because the value of Sig <0.05 and tcount > ttable, H0 is rejected, which means that there is a significant effect of the independent variable X3 (Learning Interest) on the dependent variable Y (Social Studies Learning Outcomes).

From this quantitative information and theory, the researcher takes the essence that interest in learning has a positive and significant influence on social studies learning outcomes.

Based on the overall results of the analysis that have been described both by descriptive analysis and by inferential analysis, it is reasonable to say that the learning model using the STAD type cooperative learning model is more effective in improving social studies learning outcomes compared to the discussion type learning model.

In the application of the STAD type of learning model, it is necessary to pay attention to the characteristics of students based on their interests, because this model provides more effective results for low interests. This is evidenced by the existence of a very significant difference in Social Studies Learning Outcomes which are produced at low interest.

There is a significant influence on the STAD type of learning model. Discussion and interest in learning together have an effect on social studies learning outcomes. This is evidenced by the acquisition of Fcount = 23.444% Sig = 0.0000 <0.05. 2. There is a significant effect on the STAD type of cooperative learning model on social studies learning outcomes. This is evidenced by the acquisition of tcount = 5.961% and Sig = 0.0000 <0.05. 3. There is an insignificant effect on the perception of the discussion type cooperative learning model and the interest in learning together has an effect on the social studies learning outcomes. This is evidenced by the acquisition of Fcount = 3.444% Sig = 0.0000 <0.05. 4. There is a simultaneous effect between the STAD cooperative learning model, discussion and interest in learning on social studies learning outcomes.

Based on the description of the results of previous relevant studies (Nurasiah 2016; Sulastiyo 2019), the STAD type learning model and interest in learning have a positive effect on learning outcomes for social studies subjects and can make students more enthusiastic in getting a more pleasant classroom atmosphere at SDN Kedoya Utara 01. Then no matter how small the discussion learning is, there must be a contribution to the development of students' social studies learning outcomes.

CONCLUSION

This study was conducted with the aim of knowing the effect of the STAD cooperative learning model, discussion and interest in learning, on students' social studies learning outcomes at SDN Kedoya Utara 01 Kebon Jeruk District, West Jakarta. The conclusions of this study are (1) There is a significant effect of perception on the learning model STAD cooperative type and interest in learning together have an effect on learning outcomes for social studies subjects in students of SDN Kedoya Utara 01 Kebon Jeruk

District in West Jakarta, (2) There is a significant effect that high learning interest has a significant effect on learning outcomes for social studies subjects in students in elementary school. (3) There is an insignificant effect on the perception of the Discussion type cooperative learning model and the interest in learning together has an effect on the learning outcomes of social studies subjects in elementary school students. (4) There is a simultaneous effect between the STAD cooperative learning model, discussion and interest in learning on social studies learning outcomes. Author state that further research will discover the experimental design comparation between STAD Learning model with the others learning model and use a wide population to generalize further research for STAD learning model.

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