

MODEL PEMBELAJARAN KOOPERATIF TIPE *STUDENT TEAMS ACHIEVEMENT DIVISIONS* (STAD) DALAM MENINGKATKAN HASIL BELAJAR PKn DI SEKOLAH DASAR

ABSTRAK

Penelitian ini bertujuan untuk mengetahui penerapan Model Pembelajaran Kooperatif Tipe *Student Teams Achievement Divisions* (STAD) dalam meningkatkan hasil belajar PKn siswa sekolah dasar. Jenis penelitian ini adalah studi pustaka (*library research*). Sumber data yang digunakan adalah sumber data sekunder yang diambil dari berbagai literatur seperti buku, e-book dan jurnal penelitian terdahulu mulai tahun 2013 sampai tahun 2019. Analisis data yang digunakan adalah teknik analisis data Miles and Huberman yang terdiri dari reduksi data, penyajian data, dan simpulan/verifikasi. Hasil penelitian menyimpulkan bahwa penerapan Model Pembelajaran Kooperatif Tipe *Student Teams Achievement Divisions* (STAD) dapat meningkatkan hasil belajar PKn siswa sekolah dasar dengan menerapkan tindakan PTK (Penelitian Tindakan Kelas) dengan tahapan pra siklus, siklus I, siklus II, dan seterusnya dimana hasil belajar IPA siswa dengan rata-rata tingkat ketuntasan belajar pra siklus 40%, siklus I meningkat dengan persentase ketuntasan 70,12%, selanjutnya dilakukan perbaikan pada siklus II rata-rata tingkat ketuntasan belajar meningkat menjadi 91,66%. Begitupun perlakuan eksperimen yang signifikan dapat dilihat dari hasil nilai *posttest* siswa lebih meningkat dibanding hasil nilai *pretest* siswa dengan rata-rata skor *pretest* mencapai 53,10 sedangkan *posttest* mencapai 78,81. Berdasarkan hasil pengujian hipotesis dengan manual diperoleh $t_{hitung} = 3,675 > t_{tabel} = 2,021$ yang menandakan bahwa tingkat kebermaknaannya signifikan dan H_0 dinyatakan diterima. Artinya terdapat pengaruh model pembelajaran kooperatif tipe *Student Team Achievement Division* (STAD) terhadap hasil belajar PKn siswa Sekolah Dasar.

Kata Kunci: Model pembelajaran kooperatif tipe *Student Team Achievement Division* (STAD), Hasil Belajar PKN.

COOPERATIVE LEARNING MODEL OF STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) TYPE IN IMPROVING CIVICS LEARNING OUTCOMES IN BASIC SCHOOL

ABSTRACT

This study aims to determine the application of the Student Teams Achievement Divisions (STAD) Cooperative Learning Model in improving student learning outcomes of elementary school Civics. This type of research is library research (library research). The data sources used are secondary data sources taken from various literatures such as books, e-books and previous research journals from 2013 to 2019. Data analysis used is the Miles and Huberman data analysis technique which consists of data reduction, data presentation, and data analysis. conclusion / verification. The results of the study concluded that the application of the Cooperative Learning Model Type Student Teams Achievement Divisions (STAD) can improve learning outcomes of Civics for elementary school students by implementing PTK (Classroom Action Research) actions with pre-cycle stages, cycle I, cycle II, and so on where the science learning outcomes students with an average pre-cycle learning completeness level of 40%, the first cycle increased by 70.12% completeness percentage, then improvements were made in the second cycle the average learning completeness level increased to 91.66%. Likewise, the significant experimental treatment can be seen from the results of the students' posttest scores which increased more than the results of the students' pretest scores with the average pretest score reaching 53.10 while the posttest score reached 78.81. Based on the results of manual hypothesis testing, it is obtained $t_{count} = 3.675 > t_{table} = 2.021$, which indicates that the significance level is significant and H_a is accepted. This means that there is an effect of the Student Team Achievement Division (STAD) cooperative learning model on the learning outcomes of elementary school students' Civics.

Keywords: *Student Team Achievement Division (STAD) cooperative learning model, PKN Learning Outcomes.*