JURNAL
Pendidikan, Sains, Sosial dan Agama
SEKOLAH TINGGI AGAMA BUDDHA NEGERI RADEN WIJAYA WONOGIRI

The Effect Of Implementing The Cooperative Learning Model STAD Type (Student Teams Achievement Division) On Students' Economic Learning Outcomes Class XI

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Article History:
Received: 3 January 2025 *Revised: 7 June 2025* *Published: 31 July 2025*

Abstract

This study aims to determine the effect of applying the cooperative learning model type STAD (Student Teams Achievement Division) on the economics learning outcomes of grade XI students at SMA Negeri 2 Lubuk Pakam. This research employed a quantitative approach with a quasi-experimental method using a One Group Pretest–Posttest design, involving a sample of 36 students selected through purposive sampling. The research instrument was a multiple-choice test that had been validated in terms of validity, reliability, difficulty level, and discriminating power. The findings indicate an improvement in students' learning outcomes after the implementation of the STAD model, as evidenced by higher average posttest scores compared to pretest scores. The prerequisite tests showed that the data were normally distributed and homogeneous, making them suitable for further analysis. The simple linear regression analysis resulted in the equation $Y = 27.069 + 2.114X$ with an R^2 value of 0.884, meaning that 88.4% of the variation in learning outcomes was influenced by the implementation of STAD. The t-test revealed t value = 16.118 > t table = 2.048 with a significance level of 0.000 < 0.05, thus confirming that the hypothesis was accepted. Moreover, the N-Gain score of 0.6819 (68.19%) fell into the medium-to-high category, indicating the effectiveness of the STAD model in improving students' learning achievement. In conclusion, the application of the cooperative learning model type STAD has a positive and significant effect on economics learning outcomes and can serve as an innovative and effective instructional strategy in senior high schools, particularly at SMA Negeri 2 Lubuk Pakam

Keywords: *Cooperative Learning Model, STAD, Learning Outcomes, Economics*

INTRODUCTION

Education plays a crucial role in developing high-quality human resources, both intellectually, morally, and socially. In this regard, schools, as formal institutions, are required to create learning processes that optimally develop the full potential of students. The national education system, as outlined in Law No. 20 of 2003, Article 1, states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Sulistyowati & Astuti, 2020).

Therefore, action to improve the education system is paramount. This includes improving the quality of educators. One aspect of improving educator quality still needs improvement, including the use of more innovative learning models that can encourage students to be more active in the learning process and improve student learning outcomes. One indicator of the success of the teaching and learning process is student learning outcomes.

Referring to high school economics instruction, conventional learning models, which are teacher-centered, often lead to student passivity. This conventional approach to economics instruction often leads to a lack of student engagement, resulting in low student participation, particularly in economics (Darmiyanti et al., 2021).

Economics at the high school level plays a crucial role in equipping students with the knowledge and skills necessary to understand the economic phenomena around them. However, students often struggle to grasp abstract economic concepts. Therefore, implementing appropriate learning models is essential to improving students' understanding of economics (Asnawi et al., 2020).

Based on initial observations and direct interviews conducted by researchers with economics teachers at SMA Negeri 2 Lubuk Pakam, it was found that teachers still tend to use old (*conventional) learning models* with lectures and assignments because teachers who have entered their senior years tend to maintain traditional teaching methods and have not shown a strong interest in learning or implementing innovative learning models such as cooperative learning (Davi Sofyan, 2020) . In fact, economics as part of the social sciences requires a deep conceptual understanding and critical thinking skills in analyzing economic phenomena in the surrounding environment. Therefore, the learning model that tends to be one-way leads to low interaction between teachers and students (Panjaitan, 2021). The dominance of this conventional learning model creates various problems in the learning process. For example, when teachers ask questions related to the material that has been presented, most students are unable to provide answers. This reflects low student attention during the learning process. In addition, students show a lack of confidence in their own abilities, which is evident from their reluctance to express opinions for fear of being wrong, minimal student response to teacher questions, low levels of concentration during learning, and often playing with their deskmates and not paying attention when the teacher is explaining the lesson in class. This phenomenon reflects low student motivation and participation in the ongoing learning process (Suwandi, 2018). This condition has a direct impact on the achievement of learning outcomes. Observational data obtained by researchers from quiz results show that of a total of 341 grade XI students who took the economics subject, as many as 56.01% of students obtained scores below the Minimum Completion Criteria (KKM) set by the school, which is 75. And coupled with data on UTS (Mid-Semester Exam) scores obtained from the school's TU (Administration), the high proportion of students who did not complete academically is an indication that the learning

model used has not been able to accommodate students' learning needs optimally and has not been effective in improving learning outcomes (Islami et al., 2021).

Based on these issues, more innovative learning models are needed. Cooperative learning is believed to improve learning outcomes and promote active student engagement. One particularly effective model is *Student Teams Achievement Division* (STAD). STAD emphasizes collaboration in small, heterogeneous groups, where students help each other understand the material, discuss it, and hold each other accountable for their learning outcomes. This model is expected to increase student motivation, active participation, and conceptual understanding because it involves positive social interactions and individual evaluations that encourage personal responsibility (Ardiyanti et al., 2021).

Therefore, the researcher is interested in examining "the influence of the STAD (*Student Teams Achievement Division*) type cooperative learning model on the economics learning outcomes of class XI students at SMA Negeri 2 Lubuk Pakam".

METHOD

This research refers to a quantitative research approach, according to Sugiyono, (2019) that "Quantitative research is a method used to research a particular population or sample, sampling techniques are usually carried out by chance and data is collected using research instruments, data analysis is quantitative/statistical, the purpose of this data analysis is to test the established hypothesis". So in quantitative research starting from data collection, data interpretation, along with the appearance of the results, many are required to use numbers. This research is in the form of an experiment where the research design chosen uses *one group pretest posttest.* This research design was chosen to have a Pretest before being given treatment and a Posttest after being given treatment where to find out the results of the treatment will be more accurate because it can see the comparison of the class before treatment (*Treatment)* and after being given treatment (*Treatment* using STAD Type Cooperative Learning Model (Islami et al., 2021)

This research was conducted at SMA Negeri 2 Lubuk Pakam located at Jalan Hamaparan Perak No. 40, Tj. Garbus Satu, Lubuk Pakam District, Deli Serdang Regency, North Sumatra 20551. The research was conducted during the odd semester of the 2025/2026 academic year at SMA Negeri 2 Lubuk Pakam. According to Sugiyono, (2019) population is a generalization area that includes objects or subjects with certain qualities and characteristics that have been determined by the researcher to be studied, so that conclusions can be drawn from the research.

The population in this study were students of grade XI who studied the subject of Social Studies at SMA Negeri 2 Lubuk Pakam in the 2025/2026 academic year, especially XI-D. The sample selection was carried out using a purposive sampling technique stated by Nazir, (2005) that purposive sampling is a deliberate and non-random sampling technique based on certain considerations or criteria set by the researcher, so that the data obtained are truly relevant and in-depth according to the research needs (Ramafrizal & Julia, 2018) .

In this case, the researcher chose XI-G as the experimental class. The research object consists of two types of variables, namely independent variables and dependent variables. Independent variables are variables that influence or cause changes in the dependent variable. Conversely, dependent variables are variables that are influenced or are the result of the existence of independent variables (Risdiawati, 2012).

Simple Regression Test is a statistical data analysis used to obtain the influence between one variable and another variable, the purpose of simple linear regression is to find out between the two variables between the independent variable and the dependent variable, predict the two variables between the independent variable and the dependent variable if the independent variable is known and know the direction of the relationship between the independent variable and the dependent variable (Barus et al., 2020).

RESULT AND DISCUSSION

This research was conducted in class XI of SMA Negeri 2 Lubuk Pakam in the 2025/2026 academic year using *a one-group pretest-posttest experimental design* , namely using only one class by giving *a pretest* before treatment. and *post-test* after being given treatment. The treatment in question is that the researcher carries out teaching using the STAD (*Student Teams Achievement Division*) type cooperative learning model so that the researcher can determine the effect of the STAD *(Student Teams Achievement Division) type cooperative learning model* on the economic learning outcomes of students in class XI of SMA Negeri 2 Lubuk Pakam (Yuniarti et al., 2019) .

The subjects of this study were 36 students from one class, selected using purposive sampling. Data obtained through learning outcome tests were then analyzed to determine the extent to which the application of the STAD learning model improved student learning outcomes in economics.

Table 1. Descriptive Statistics of the STAD Model

Descriptive Statistics		
	Model_STAD_X	**Learning Outcomes**
N	36	36
Range	12	30
Minimum	18	62
Maximum	30	92
Sum	852	2776
Mean	23.67	77.11
Standard Deviation	4,007	9,010
Variance	16,057	81,187
Skewness	.053	-.015
Kurtosis	-1,309	-1.103
Number of Classes	6	6

Class Length	2	5

Descriptive Analysis of STAD Model

Based on the results of descriptive analysis, the variable of the implementation of the STAD type cooperative learning model (X) has a total of 36 students. The minimum score obtained is 18 and the maximum score is 30, with a range of 12. The total score (sum) is 852, resulting in an average score (mean) of 23.67. This indicates that the STAD model implementation score obtained by students is in a fairly high category. In addition, a standard deviation value of 4.007 and a variance of 16.057 are obtained, which illustrates the variation in the implementation data of the STAD model between students. The skewness value of 0.053 is close to zero, which means the data distribution is relatively symmetrical (Wulandari et al., 2019) . Meanwhile, the kurtosis value of -1.309 indicates that the data distribution tends to be more sloping (platykurtic) than the normal distribution. In general, the results of this descriptive analysis indicate that the implementation of the STAD type cooperative learning model in the research class has been implemented well and relatively evenly among students. This data was then further analyzed through prerequisite tests and hypothesis tests to determine the effect of applying the STAD model on students' economic learning outcomes.

Hypothesis Testing

Simple Linear Regression Test

Table 2. Regression Test of Learning Outcomes

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.940 [a]	.884	.881	3.110

a. Predictors: (Constant), Model_STAD_X

Based on the results of the simple linear regression test displayed in the Model Summary table, an R value of 0.940 was obtained. This indicates a very strong relationship between the variable of the application of the STAD type cooperative learning model (X) and student economics learning outcomes (Y). The R Square value of 0.884 means that 88.4% of the variation that occurs in student learning outcomes can be explained by the application of the STAD learning model. Meanwhile, the Adjusted R Square value of 0.881 indicates a large proportion of variation in learning outcomes that remains consistent even after being adjusted for the number of samples and the number of variables (Lisnawati et al., 2022) .

Furthermore, the Std. Error of the Estimate value of 3.110 indicates an average prediction error in the regression model of approximately 3 points. Therefore, the obtained regression model can be said to have a good level of accuracy in predicting student learning outcomes based on the application of the STAD model (Hasyim et al., 2020) .

Regression Significance Test

Table 3. Results of the Regression Significance Test

ANOVA [a]

Model		Sum Squares	df	Mean Square	F	Sig.
1	Regression	2512.698	1	2512.698	259,783	.000 [b]
	Residual	328,858	34	9,672		
	Total	2841,556	35			

a. Dependent Variable: Learning Outcome Y

b. Predictors: (Constant), Model_STAD_X

Hypothesis:

H_o = The regression model is not significant with variables X and Y

H_1 = Significant regression model with relationship between variables X and Y

In table 4.8 Based on the results of the ANOVA test, the calculated F value was 259.783 with a significance value (Sig.) of 0.000 < 0.05. This indicates that the regression model built is statistically significant. In other words, the independent variable, namely the application of the STAD type cooperative learning model (X), together has a significant effect on the dependent variable, namely students' economic learning outcomes (Y) (Nurjannah et al., 2020a) .

These results confirm that the regression model obtained is suitable for explaining the effect of the application of the STAD model on learning outcomes. Thus, the application of the STAD type cooperative learning model has a significant effect on improving the learning outcomes of class XI students of SMA Negeri 2 Lubuk Pakam. Based on the Coefficients table, the constant value (a) is 27.069 with a significance value of 0.000 <0.05. This shows that if the STAD model application variable (X) is considered to be zero, then student learning outcomes (Y) remain at 27.069. Furthermore, the regression coefficient value for the Model_STAD_X variable (b) is 2.114 with a calculated t value of 16.118 and a significance of 0.000 <0.05. This means that every 1 increase in the STAD model application score will increase student learning outcomes by 2.114 points. A significance value less than 0.05 indicates that the effect is statistically significant (Nurjannah et al., 2020b) .

Thus, the regression equation formed is:

$$\boldsymbol{Y = 27,069 + 2,114X}$$

The interpretation of this equation is that the implementation of the STAD cooperative learning model has a positive and significant effect on students' economics learning outcomes. The more effective the STAD model is, the higher the learning outcomes achieved by students.

N-Gain Test

Based on the results of descriptive analysis of the N-Gain Score and N-Gain Percent data of students, it was obtained that from 36 respondents, the N-Gain Score had a minimum value of 0.40 and a maximum of 1.00, with an average (mean) of 0.6819 and a

standard deviation of 0.12985. This average value is in the moderate to high category, according to the N-Gain classification, which indicates that most students experienced an increase in learning outcomes after the STAD type cooperative learning treatment was given (Gupitararas & Wasitohadi, 2020) .

Meanwhile, the N-Gain Percent data shows that students experienced an average increase in learning outcomes of 68.19%, a minimum score of 40%, a maximum score of 100%, and a standard deviation of 12.99%. This reinforces the finding that the majority of students experienced a fairly good and even increase in learning outcomes, reflecting the effectiveness of the STAD learning model in improving student understanding of the material taught.

Discussion

The results of the study indicate that the application of the STAD (Student Teams Achievement Division) type of cooperative learning model has a significant effect on the economics learning outcomes of class XI students of SMA Negeri 2 Lubuk Pakam. This is evidenced by the results of a simple linear regression analysis producing the equation Y = 27.069 + 2.114X, with R = 0.940 and R^2 = 0.884, which means that 88.4% of the variation in learning outcomes is influenced by the application of the STAD model. The t test produces a calculated t of 16.118 > t table 2.048 with Sig. 0.000 < 0.05, which indicates that the STAD model has a positive and significant effect on student learning outcomes. In addition, the results of the N-Gain test of 0.6819 (68.19%) are included in the medium to high category, confirming the effectiveness of the STAD application (IGATI, 2018) .

These findings align with Ketut's research (Ningsih et al., 2022) which showed that the application of the STAD cooperative model assisted by control cards can create a conducive learning atmosphere and improve economics learning achievement. These research findings are also relevant to Nuraini's (Suryani, 2018) finding that the use of the STAD model significantly improved the economics learning outcomes of 11th-grade students at MA Almunawwarah Bottoe. Furthermore, Syhinta Bella's (2019) research on the application of STAD in Civics at SMA Negeri 10 Pontianak also demonstrated that the STAD model can gradually improve student learning outcomes through more active and collaborative learning (Rahmah et al., 2020) .

However, this study has several differences and unique features compared to previous relevant research. Ketut's (2021) study used STAD with the aid of control cards, while this study uses pure STAD without additional media. Nuraini's (Rosdi, 2020) study involved experimental and control classes, while this study used a One Group Pretest–Posttest Design, meaning only one experimental class. Syhinta Bella's (Parwati, 2022) study used the Classroom Action Research (CAR) method in three cycles, while this study only used one treatment with a pretest and posttest.

Thus, the uniqueness of this study lies in the use of a quasi-experimental one-group pretest–posttest design with a focus on economics subjects at SMA Negeri 2 Lubuk Pakam. This study strengthens the results of previous studies that STAD is effective in improving

learning outcomes, but offers novelty in the context of location, research design, and direct application in the classroom without the aid of additional media. Overall, the results of this study confirm that the STAD type of cooperative learning model is an effective approach to improving student learning outcomes in economics learning (Nasrullah et al., 2017) . This model not only helps students understand the material better, but also builds social skills, cooperation, and individual responsibility that are very important in the learning process (Suprihatin & Manik, 2020) . Therefore, the STAD model is worth considering as an innovative and enjoyable learning alternative in the educational environment.

CONCLUSION

Based on the results of research and data analysis regarding the effect of implementing the STAD (Student Teams Achievement Division) type cooperative learning model on the economics learning outcomes of class XI students at SMA Negeri 2 Lubuk Pakam, the following conclusions were obtained:

1. Students' initial abilities (pretest) were in the moderate category, with the highest scores distributed in the 50–55 range. This indicates that prior to the treatment, students' understanding of economics was relatively limited and homogeneous.
2. Student learning outcomes (posttest) significantly improved after the implementation of the STAD cooperative learning model. The majority of students obtained high scores, with scores mostly distributed in the 84–88 range, proving that STAD can improve student understanding of the material.
3. The prerequisite test results show that the data are normally distributed (Sig. pretest 0.091 and posttest 0.112 > 0.05) and homogeneous (Sig. Levene 0.277 > 0.05). Thus, the data is suitable for analysis using parametric statistical techniques such as regression tests and t-tests.
4. Simple linear regression analysis shows the equation $Y = 27.069 + 2.114X$ with an R^2 value of 0.884, which means that 88.4% of the variation in student learning outcomes is influenced by the application of the STAD model, while the remaining 11.6% is influenced by other factors outside this study.
5. The t-test proves that the STAD model has a significant influence on student learning outcomes, with a calculated t-value of 16.118 > t-table of 2.048 at a significance level of 0.05. Thus, the research hypothesis is accepted.
6. The N-Gain test results showed an average value of 0.6819, or 68.19%, which falls into the moderate to high category. This proves that the implementation of the STAD model is not only statistically effective but also provides a significant improvement in student learning outcomes.

Overall, this study concludes that the application of the STAD type cooperative learning model is effective in improving the economics learning outcomes of class XI students at SMA Negeri 2 Lubuk Pakam, both in terms of academic grades and student involvement in the learning process

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