



Improving Students Learning Activeness in Social Studies Subjects through Student Teams Achievement Division (STAD) Cooperative Learning Model

Farrij Andika Rohman⁽¹⁾, Ahmad Imam Khairi⁽²⁾, Bernadetta Devi⁽³⁾

^{1,2} Institut Agama Islam Negeri Madura, Indonesia ³Queensland University of Technology, Australia

¹farrijandikarohman@gmail.com, ²khairi.ahmadimam@gmail.com, ³b.devi@qut.edu.au

Abstract

This research is undermined by a problem found in class VII-E in SMPN 2 Enhancement, namely the low level of student learning activity on IPS lessons. In the classroom, the teacher still uses the lecture method and the subject practice, so learning becomes univariable. The cooperative learning model of the Student Teams Achievement Division (STAD) is used to improve student activity. The study uses class action research in two cycles, consisting of planning, implementation, observation, and reflection stages. The subject of the study was a student of class VII E consisting of 32 students. The instruments used are guidelines for observation of student learning activity and field records. The data collection techniques used are participatory observations, interviews, and documentation. Data analysis includes qualitative analysis (data reduction, data presentation, and conclusion drawing) and quantitative analysis with percentage assessment of student learning activity on the application of the STAD model. Indicators of attention to teacher explanation increased 12.51%, recording material increased 28.13%, asking increased 26.57%, answering questions increased 39.06%, group discussions increased 21.88%, helping group members increased 14.07%, working on tasks increased 28,12%, and working on individual quizzes increased 39,06%. Student learning activity reached 93.75% at the end of the cycle.

Keywords: Cooperative Learning, Student Learning Activity, Student Team Achievement Division (STAD)

Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan yang ditemukan pada kelas VII E di SMPN 2 Pamekasan, yaitu rendahnya tingkat keaktifan belajar siswa pada pelajaran IPS. Di dalam kelas, guru masih menggunakan metode ceramah dan latihan soal, sehingga pembelajaran menjadi tidak bervariasi. Model pembelajaran kooperatif tipe Student Teams Achievement Division (STAD) digunakan untuk meningkatkan keaktifan siswa. Penelitian ini menggunakan penelitian tindakan kelas (PTK) dalam dua siklus, yang terdiri dari tahap perencanaan, pelaksanaan, pengamatan, dan refleksi. Subjek penelitian adalah siswa kelas VII E yang terdiri dari 32 siswa. Instrumen yang digunakan adalah pedoman observasi keaktifan belajar siswa dan catatan lapangan. Teknik pengumpulan data yang digunakan adalah observasi partisipatif, wawancara, dan dokumentasi. Analisis data meliputi analisis kualitatif (reduksi data, penyajian data, dan penarikan kesimpulan) dan analisis kuantitatif dengan persentase penilaian keaktifan belajar siswa pada penerapan model STAD. Hasil penelitian menunjukkan peningkatan keaktifan belajar siswa dari siklus I ke siklus II. Indikator perhatian pada penjelasan guru meningkat 12,51%, mencatat materi meningkat 28,13%, bertanya meningkat 26,57%, menjawab pertanyaan meningkat 39,06%, diskusi kelompok meningkat 21,88%, membantu anggota kelompok meningkat 14,07%, mengerjakan tugas meningkat 28,12%, dan mengerjakan kuis individu meningkat 39,06%. Keaktifan belajar siswa mencapai 93,75% pada akhir siklus.

Kata Kunci: Keaktifan Belajar Siswa, Pembelajaran Kooperatif, Student Teams Achievement Division (STAD).

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Institut Agama Islam Negeri Madura, Indonesia



Introduction

Along with the development of science, education is required to continuously develop in it. This is because education is used as a means of human self-development, both from physical, mental, emotional, social and ethical development. Education can also be interpreted as a conscious and planned effort by educators to lead students to maturity. (Toenlioe, 2016), (Laa et al., 2017), (Priyanto & Kock, 2021). For the continuity of education, the management system must be implemented properly and correctly. One of them is in the aspect of using the learning model that will be used in the classroom.

In using the learning model, a teacher must really see and pay attention to the learning model that will be used whether it suits the needs of students or not. The learning model is a systematic plan that can be used in estimating, developing, and evaluating lesson plans, designing learning materials, and directing the teaching and learning process in the classroom to achieve the educational goals to be achieved (Rusman, 2013). There are a lot of learning models that can be used by teachers to achieve the desired goals. The selection and use of the right learning model will have a positive impact on students' abilities.

One of the learning models that can be used is cooperative learning, the cooperative learning model is a learning model that is oriented towards a teamwork system, where the potential of students can be raised together through joint learning (Mawikere, 2022). In its application, the cooperative learning model has various types, one of which is the Student Teams Achievement Division (STAD) type cooperative learning model.

The Student Team Achievement Division (STAD) cooperative learning model, developed by Robert Slavin and his colleagues at John Hopkin University, is a learning model that has been widely researched, and is also easily adapted. The STAD cooperative learning model has also been widely used in the fields of math, science, social studies, English, engineering and other fields (Nurdyansyah, 2016). This learning model ensures that learners engage in discussion, cooperation, and idea development so that their creativity increases to find solutions to problems (Oktafiana, 2021),(Apiyati, 2015). STAD type cooperative is a cooperative learning model in which it emphasizes interaction between students to encourage and help each other in mastering the material in learning, in which the class students are divided into several groups depending on the number of students,

where each group consists of 4—5 students randomly (Wulandari, 2022), (Suryana et al., 2018).

With the use of this STAD learning model, students can easily find out the extent of their understanding of the material that has been studied. This model also has a special feature where all group members will have their respective parts in conveying the results of the discussion, so that the activeness of students can be well guaranteed (Safitri, 2018). Student activeness is an indicator that is very influential in the learning process. This is because through student activeness, which can be seen from the shrewdness of students to continuously participate in ongoing learning activities, both activities that are physical, mental, emotional, and intellectual, which in turn can affect knowledge and the final value in the learning process that will be received. Kristin & Astuti on (Suci Setyawati, Firosalia Kristin, 2019) explains that learning activeness refers to students' participation in the learning process, where they are actively involved in learning activities, so that they gain experience, knowledge, understanding, and other aspects of what they learn.

In addition, another opinion says that student activeness can be seen from their participation in carrying out various activities of the teaching and learning process, such as carrying out the assignments given, participating in solving problems in learning, actively asking both among fellow students and teachers if there is learning that is not understood, and continuously seeking various information needed in solving problems in learning in order to train and assess their own abilities from the learning outcomes obtained in learning (Wahyuningsih, 2020).

From the explanation above, it can be concluded that student activeness in the learning process is very important to support the success of student learning in all aspects of the subject, one of which is in social studies learning. This is because social studies is a discipline that studies human social interactions, which include interactions between individuals and individuals and individual inetraction with the surrounding environment. So, that through the activeness of student learning that is not only seen from an intellectual point of view, but can also be seen from how these students interact in the classroom, which indirectly these students apply the core of social science (Supono, 2022).

But in reality, in the world of education, the level of student activeness is still not optimal. In class, the teacher still uses the lecture method and continues with practice questions, which causes learning activities to be unvaried and limited. The results of student learning activeness before STAD implementation are as follows:

Table 1. Student Learning Activity Assessment Score before STAD Implementation

No	Indicator	Percentage
1.	Paying attention to the teacher's explanation	43,75%
2.	Take notes or summarize the lesson material	67,19%
3.	Ask the teacher or friends	18,75%
4.	Answering questions from the teacher or friends	15,63%
5.	Discuss with group members in solving problems	40,63%
6.	Helping fellow group members in understanding the subject matter	28,13%
7.	Working on tasks given by the teacher	46,88%
8.	Take individual quizzes	35,94%
Total Learning Activity		37,11%

(Source: Results of Observations of Student Learning Activity Before STAD Implementation)

Based on the table above, during learning activities, it shows that around 43.75% of students pay attention to the teacher's explanation. A total of 67.19% of students took notes or summarized the material. During the question and answer session, only about 18.75% of students asked questions to the teacher or friends, and 15.65% of students answered questions. About 40.63% of students discuss with groups or friends in solving problems. About 28.13% of students contribute in helping group members. About 46.88% of students worked on assignments. About 35.94% of students took quizzes individually. Thus, the total student activeness during the Social Science learning process was 37.11%.

Therefore, it is necessary to develop a learning model that is able to involve the participation of students as a whole so that teaching and learning activities are not only dominated by certain students. In addition, through the selection of the learning model, it is expected that the source of information received by students is not only from the teacher but can also increase student participation and activeness in learning existing knowledge from other sources, especially for social studies subjects. One of the learning models that involves student participation is the STAD type cooperative learning model developed by Robert Slavin and his friends at John Hopkin University (Nurdyansyah, 2016). This type involves interaction and cooperation between groups in the continuity of learning in order to achieve the desired learning objectives.

Method

This study used a type of classroom action research, which consisted of 2 cycles. Each cycle consists of four stages, namely: Planning, Acting, Observing, and Reflecting. The results of this study are expected to increase student learning activeness and provide optimal results. The action taken by applying the STAD type cooperative learning model.

Therefore, the research was conducted from Monday, November 13, 2023 to November 23, 2023 at SMPN 2 Pamekasan. The design of the class action plan for each cycle is as follows:

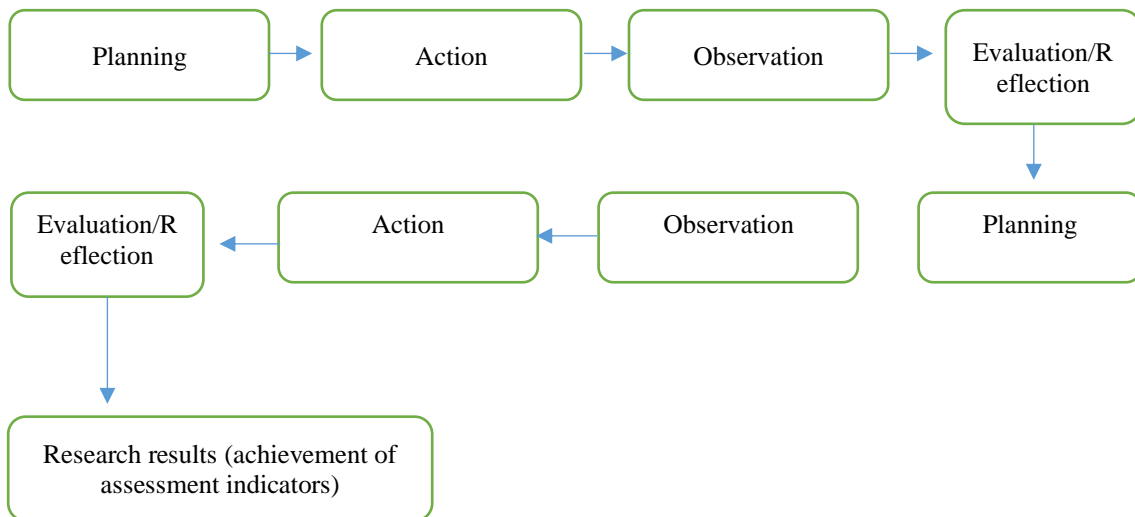


Figure 1. Classroom action research design according to Kurt Lewin,

Source: (Sumadoyo, 2013)

The planning stage is as follows a) determining the subject matter studied in this study, namely material scarcity and human needs activities, b) researchers compiled teaching modules, c) researchers compiled an observation format regarding indicators of student activeness, d) In the 1st cycle there were 2x meetings. **The action stage** is adjusted to the teaching module that has been adjusted. Cycle I consists of 2 (two) meetings, namely 1 (one) lesson and 1 (one) quiz test, in cycle II consists of 2 (two) meetings, namely 1 (one) lesson and 1 (one) final quiz test. **This observation stage** will be carried out during the learning process, as an effort to observe the implementation of the action. The observed indicators are recorded in the prepared observation sheet.

Reflection, this stage is carried out as a form of evaluation effort to review, see and consider the results of the data that has been collected. Where, these activities will produce conclusions regarding the achievement of research objectives. If obstacles are still found so that the research objectives have not been achieved, corrective action will be taken in the next cycle.

The research instruments used in this research are observation guidelines for student learning activeness, and field notes. The Student Learning Activeness observation guideline contains a list of indicators that will be used to determine the activeness that occurs during the learning process in the classroom equipped with a value in the form of a score for each indicator that students do. The score is intended to categorize the criteria whether the student is active or not.

The types of activeness that will be used as indicator grids in this study include visual activeness, oral activeness and writing activeness. Visual activeness is shown by paying attention to the teacher's explanation, because if students pay attention, it means that the students are doing visual observation activities, listening and also thinking. Oral activeness is shown by asking questions, answering questions, discussing and helping fellow group members in understanding the subject matter. Writing activeness is shown by taking notes, doing assignments and taking quizzes.

The following is a lattice of Student Learning Activities that will be observed by researchers, including

Table 2. Assessment Score for Student Learning Activity Indicators

Aspects of	Indicators	Question Number	Data Source
Visual Activity	Paying attention to the teacher's explanation	1	Students
	Take notes or summarize the lesson material	3	Students
Oral Activity	Ask the teacher or friends	4	Students
	Answering questions from the teacher or friends	5	Students
	Discuss with group members in solving problems	6	Students
Writing Activity	Helping fellow group members in understanding the subject matter	2	Students
	Working on tasks given by the teacher	7	Students
	Take individual quizzes	8	Students

Based on the indicators set out above, researchers use a rating scale that measures Student Learning Activity through behavioral statements in categories that have values, which are symbolized by the numbers 2 (Active), 1 (Moderately Active), and 0 (not active). (Hamzah B. Uno, Herminanto S, 2001).

To be able to determine the success of the implementation of the action, an indicator or criterion of success is needed. The indicator of the success of the action is if after the implementation of the STAD technique there is an increase in Student Learning Activeness, this can be seen in terms of the process, learning is said to be successful and of quality if all or most (75%) students are actively involved. (Subroto, 2021). The success of the action in this study was obtained if the Student Learning Activity in Social Science Learning reached 75% or more.

While the data collection techniques used in this research are participatory observation, interviews, and documentation. The data analysis used is qualitative data analysis, which consists of data reduction, data presentation, and conclusion drawing, as well as quantitative data analysis with a percentage of the assessment of student learning

activeness in the application of the Student Teams Achievement Division (STAD) type cooperative learning model using the following formula and criteria

$$\text{Formula (\%)} = \frac{\text{student activeness result score}}{\text{maximum score}} \times 100\%$$

Result and Discussion

Teacher activity in social science learning has produced effective learning according to procedures. This is demonstrated by their actions in supervising and guiding students in conducting learning activities, explaining material that students have not yet understood, and providing feedback and assessment at the end of the session (Indriana et al., 2022).

This class action research was carried out in the form of a cycle consisting of 2 cycles, cycle I was carried out on November 13 and 16, cycle II was carried out on November 20 and 23, 2023. Where each cycle consists of four stages, namely planning, action, observation, and reflection. The research subjects were students of class VII E at SMPN 2 Pamekasan in the academic year 2023/2024, totaling 32 students consisting of 15 boys and 17 girls. Each cycle consists of two meetings, namely one cycle I meeting for learning and one meeting for individual quiz tests. In cycle II, one meeting for learning and one meeting for the individual quiz final test.

Cycle I, the results of the actions that have been carried out, obtained data from the results of observations during the learning process in the first cycle. This data is used to evaluate the level of student activeness in social studies learning when applying the STAD type cooperative learning model. The results of student learning activeness in cycle I are as follows

Table 4. Assessment Score of Student Learning Activity Indicators Cycle I

No	Indicators	Percentage
1.	Paying attention to the teacher's explanation	84,38%
2.	Take notes or summarize the lesson material	70,31%
3.	Ask the teacher or friends	57,81%
4.	Answering questions from the teacher or friends	54,69%
5.	Discuss with group members in solving problems	70,31%
6.	Helping fellow group members in understanding the subject matter	71,88%
7.	Working on tasks given by the teacher	70,31%
8.	Take individual quizzes	60,94%
	Total Learning Activity	67,58%

Based on the data obtained above, it can be seen that the results of student activeness in cycle I are based on each indicator of activeness. The indicator of paying

attention to the teacher's explanation is 84.38% of students. The next indicator is that there are 70.31% of students taking notes on the material. The indicator of asking questions is 57.81% of students who ask, the indicator of answering questions from the teacher or friends is done by 54.69% of students.

The indicator of discussing with groups or friends in solving problems increased to 70.31% of students. The indicator of helping fellow group members in understanding the subject matter is 71.88% of students contribute in helping their group members. Indicators of working on tasks given by the teacher Around 70.31% of students. The indicator of doing quizzes individually rose to 60.94%. The total student learning activeness in cycle I was 67.58%.

In cycle I, the learning model applied had not yet succeeded in achieving the objectives optimally. Students were still not used to the model, so they tended to work alone in groups, which resulted in a lack of active involvement from most students. Therefore, significant improvements are needed to overcome this condition to achieve better progress.

From the results of observations during the learning process, the researcher concluded several corrective actions that would be carried out in cycle II with the steps that would be taken to improve the weaknesses in the implementation of cycle I are (1) Provide more detailed instructions to students regarding the application of the STAD Type Cooperative Learning Model. (2) Motivating students so that they dare to ask classmates or researchers if there is material they do not understand. (3) Encouraging students with questions related to the material to familiarize students in providing answers to the questions asked. (4) Motivating students to work together in groups and not just stick to the group leader, and helping group members who are still lacking in understanding the material. (5) Motivating students to take quizzes individually and be honest in answering questions. (6) During the learning process, if there are students who do not listen, then there needs to be affirmation, such as giving a warning or advice.

Cycle II. Based on the results of observations during the learning process of cycle II, the application of the STAD Type Cooperative Learning Model seemed to be enjoyed by students during the learning process, seen from the higher level of involvement in group work than in cycle I. With increased cooperation in the group, this is able to increase student learning activeness, so that the group is not only dominated by certain students, but other group members can also participate in the group to complete group assignments. Based on the data that researchers collected related to the level of student learning activeness in social studies learning in cycle II, it can be seen in the following table:

Table 5. Students' Learning Activity in Social Studies Learning Cycle II

No	Indicators	Percentage
1.	Paying attention to the teacher's explanation	96,88%
2.	Take notes or summarize the lesson material	98,44%
3.	Ask the teacher or friends	84,38%
4.	Answering questions from the teacher or friends	93,75%
5.	Discuss with group members in solving problems	92,19%
6.	Helping fellow group members in understanding the subject matter	85,94%
7.	Working on tasks given by the teacher	98,44%
8.	Take individual quizzes	100%
Total Learning Activity		93,75%

The results of observations of student learning activeness in cycle II showed an increase in social studies learning when compared to the first cycle. The total of the results of the increase in cycle II reached 26.17% of the observation results in cycle I. Improvement efforts made by researchers proved successful. The application of the Cooperative Learning model Type Student Teams Achivement Division (STAD) in cycle II has been running well. It can be seen from the increase in student learning activeness in social studies learning after the improvement of the weaknesses that occurred in the previous cycle.

In cycle II the application of Cooperative Learning Model Type Student Teams Achivement Division (STAD) in social studies learning successfully achieved the goal, in cycle I the percentage of student activeness of 67.58% increased to 93.75% in siklus II. Thus, it can be concluded that the application of Cooperative Learning Model Type Student Teams Achivement Division (STAD) proved effective in increasing student activeness in social studies class VII E at SMPN 2 Pamekasan.

The increase occurred gradually when compared to before the application of the STAD Type Cooperative Learning Model. The results of the comparison can be seen in the following table:

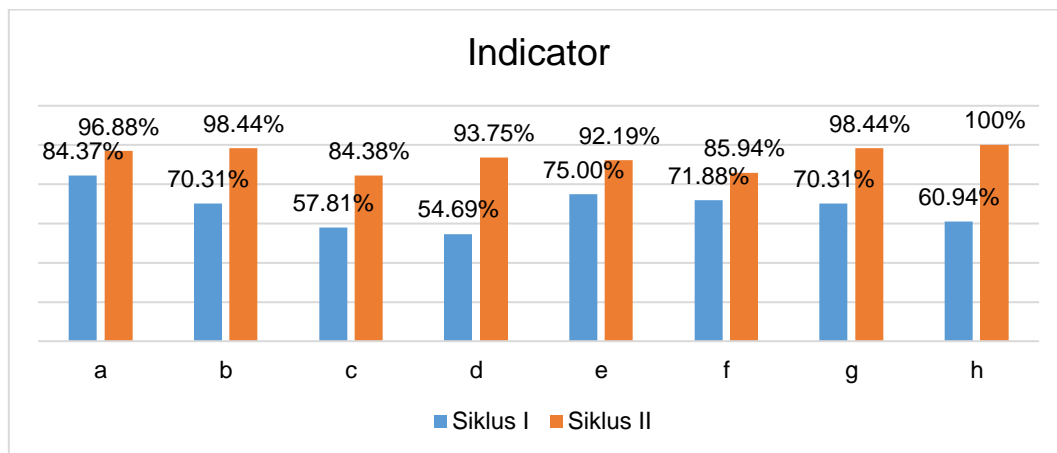
Table 6. Student Learning Activity in Social Studies Learning Cycle I and II

No	Indicators	After STAD Implementation		Percentage
		Cycle I	Cycle II	
1.	Paying attention to the teacher's explanation	84,38%	96,88%	12,51%
2.	Take notes or summarize the lesson material	70,31%	98,44%	28,13%
3.	Ask the teacher or friends	57,81%	85,38%	26,57%
4.	Answering questions from the teacher or friends	54,69%	93,75%	39,06%
5.	Discuss with group members in solving problems	70,31%	92,19%	21,88%
6.	Helping fellow group members in understanding the subject matter	71,88%	85,94%	14,07%
7.	Working on tasks given by the teacher	70,31%	98,44%	28,13%
8.	Take individual quizzes	60,94%	100%	39,06%
Total Learning Activity		68,16%	93,75%	26,17%

Based on the information above, it can be seen that there was an increase in each cycle. The increase is shown by the increasing percentage of student activeness in each indicator, such as the indicator paying attention to the teacher's explanation in cycle I of 84.38% in cycle II increased to 96.88% with a percentage increase of 12.51%. The indicator of recording or summarizing the lesson material in cycle I from 70.31% in cycle II increased to 98.44% with a percentage increase of 28.13%.

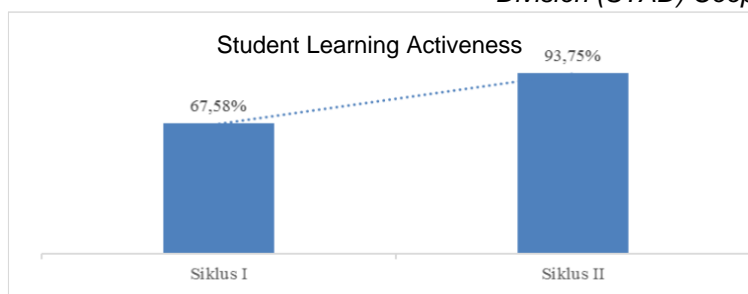
The indicator of asking questions to the teacher or friends in cycle I from 57.81% to 84.38% in cycle II with a percentage increase of 26.57%. The indicator of answering questions from the teacher or friends in cycle I from 54.69% to 93.75% in cycle II with a percentage increase of 39.06%. The indicator of discussing with group members in solving problems in cycle I from 70.31% increased in cycle II to 92.19% with a percentage increase of 21.88%. Indicators of helping fellow group members in understanding the subject matter in cycle I from 71.88% in cycle II to 85.94% with a percentage increase of 14.07%.

The indicator of doing the tasks given by the teacher in cycle I of 70.31% in cycle II increased to 98.44% with a percentage increase of 28.12%. The indicator of doing quizzes individually in cycle I from 61% increased to 100% in cycle II with a percentage increase of 39.06%. If the observation results on each indicator of student learning activeness above are displayed in the form of a diagram, it will be as follows



Garph 1. Indicator in Social Studies Learning Cycle I and Cycle II

So student learning activeness generally increased in each cycle, in cycle I from 67.58% increased to 93.75% in cycle II with a percentage increase of 26.17%. So the implementation of cycle II action has reached the target of student activeness, which is a minimum of 75% and this research ends in the implementation of cycle II action. if displayed in the form of a diagram, it will be as follows.



Graph 2. The results of observations of student learning activeness in social studies learning cycle I and cycle II

Conclusion

Based on the results of research and discussion, it can be concluded that the Application of Cooperative Learning Model Type Student Teams Achievement Division (STAD) can increase Student Learning Activity in Social Studies Class VII at SMPN 2 Pamekasan. This can be proven by the average results of Student Activity before the application of the Student Teams Achievement Division (STAD) Cooperative Learning Model only 37.11% then in cycle I to 68.16% and an increase of 26.17% in cycle II to 93.75%.

Suggestion

Some suggestions that can be taken into consideration for several parties include: (1) For Teachers, it is recommended for teachers to be able to continue the Application of the Student Teams Achievement Division (STAD) Cooperative Learning Model by making improvements so that at the time of implementation it is more optimal and maximum. (2) For Students, it is hoped that students will learn seriously and be more enthusiastic and more active in participating in the learning process. (3) For Further Researchers, can implement the Student Teams Achievement Division (STAD) Cooperative learning model by using certain media so that students are more enthusiastic in the learning process and researchers must provide good direction and guidance at the beginning of the meeting so that students are not confused at the time of application of the Student Teams Achievement Division (STAD) Cooperative Learning Model.

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