

Implementation Of The Student Teams Achievement Divisions (Stad) Cooperative Learning Model In Forming Learning Discipline Of Grade V Elementary School Students

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Abstract

This study was motivated by the low level of learning discipline among fifth-grade students at SDN 2 Loloan. One effort that can be made to overcome this problem is through the implementation of the Student Teams Achievement Divisions (STAD) cooperative learning model. This study aimed to describe the implementation of the STAD cooperative learning model in mathematics learning and to describe students' learning discipline after the model was applied. This research used a qualitative approach with a descriptive research design. Data collection techniques included observation, interviews, and documentation, while data analysis used the Miles and Huberman model, which consisted of data reduction, data presentation, and conclusion drawing. The results showed that the implementation of the STAD cooperative learning model was carried out through five stages, namely material presentation, formation of heterogeneous study groups, group work activities, individual quizzes, and group rewards. The implementation of the STAD model had a positive impact on the development of students' learning discipline. This was indicated by improvements in students' punctuality, compliance with learning rules, responsibility in completing individual and group assignments, active participation in discussions, and independence in doing quizzes. Therefore, the STAD cooperative learning model can be used as an alternative learning model that not only supports academic achievement but also contributes to the development of disciplinary character among elementary school students.

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1. INTRODUCTION

Education is a conscious and planned effort to develop students' potential, as mandated by Law Number 20 of 2003 concerning the National Education System. Education is not only oriented towards academic achievement but also towards character development. One character trait that needs to be instilled from elementary school is discipline. Discipline is a crucial foundation for students to be able to follow the learning process in an orderly, responsible, and consistent manner in carrying out their learning tasks. Therefore, instilling a disciplined character is a priority in every learning process.

Learning is a process that produces changes in students, both in terms of knowledge, skills, and attitudes as a result of experience and interaction with the environment. These changes indicate that learning is not only oriented towards mastering material, but also on developing thinking skills, problem-solving, and character building of students. Therefore, the learning process needs to be designed systematically to be able to create an active, meaningful, and

student-centered learning experience [1]. In its implementation, the success of the learning process is influenced by various factors, one of which is learning discipline. Students who have learning discipline tend to be more responsible in participating in learning, complying with regulations, managing study time effectively, and completing assignments according to predetermined provisions [2], [3].

Character education is defined as a systematic and comprehensive process of instilling moral, social, and emotional values in individuals through various methods, both within the formal curriculum and in a conducive learning environment [4]. The purpose of instilling a disciplined character in the school environment is to provide motivation and guidance to students so that they are able to display positive attitudes, can adapt to various regulations that apply in the school environment as a form of responsibility, and are accustomed to controlling every action they take. The lack of learning discipline in students can have negative consequences for them, such as disrupted academic achievement and decreased learning outcomes [5].

Based on the results of initial observations in the fifth grade of SDN 2 Loloan in Mathematics learning on fraction arithmetic operations, several problems related to student learning discipline were found. Several students were recorded arriving late, chatting with their deskmates, and changing seats without permission during group discussions. When submitting assignments, several students did not complete them on time, citing reasons such as being left behind or forgetting to bring their books. A recap of the initial observation notes over one week showed that 12 of the 20 students (60%) were recorded arriving late to class, and 9 of the 20 students (45%) submitted their assignments after the given deadline. Furthermore, there was a tendency for students to copy their friends' answers during individual quizzes. This condition was confirmed through interviews with the class teacher, who stated that students still had difficulty sharing tasks within the team, with some students predominantly working alone while others passively waited for answers.

This discipline problem is not only influenced by internal student factors but also related to learning methods. Teacher-centered learning tends to minimize student engagement. Therefore, a learning approach is needed that can encourage student participation while fostering discipline, one of which is the Student Teams Achievement Divisions (STAD) cooperative learning model. STAD is a cooperative learning model that places students in small, heterogeneous groups to collaborate, followed by individual evaluations, the results of which are used to award group awards [6].

The STAD model has been extensively researched and proven to have a positive impact on learning outcomes [7]–[10]. In addition to academic achievement, the implementation of this model also has great potential in character building, including student discipline and moral responsibility [11]. Through the STAD system, students are guided to collaborate, obey group rules, and have a sense of responsibility for their roles [12]. In line with Vygotsky's Social Constructivism Theory, the STAD learning process facilitates social interactions where knowledge and character are built together through collaboration [13].

This research is novel in that it focuses on examining the STAD model not merely as a tool for improving academic grades but also as a platform for developing qualitative learning discipline. Therefore, this study aims to describe the implementation of the STAD cooperative learning model in mathematics learning and analyze its impact on the learning discipline level of fifth-grade students at SDN 2 Loloan.

2. RESEARCH METHODS

This study employed a qualitative approach with a descriptive design. This approach was chosen because it aimed to examine phenomena in depth by depicting complex realities in the field related to the implementation of learning models and their impact on student behavior. Descriptive research is designed to describe phenomena or situations factually, where the researcher does not intervene or provide special treatment, but rather allows all processes to occur naturally in the classroom.

The research was conducted at SDN 2 Loloan, Bayan District, with the research subjects including all 20 fifth-grade students (11 male students and 9 female students). The selection of the location and subjects was based on initial findings regarding the low level of learning discipline in the class in Mathematics. Research informants included the principal, fifth-grade teachers, and representatives of fifth-grade students who were directly involved in the learning process. The informants were determined using a purposive sampling technique, in which individuals were deliberately selected based on the consideration that they had direct involvement in and comprehensive knowledge of the implementation of the STAD model, so that they could provide relevant, credible, and in-depth information related to the focus of this study.

The data collected consisted of primary and secondary data. Primary data were obtained through observation and semi-structured interviews, while secondary data were collected from supporting documents such as the Learning Implementation Plan (RPP), quiz scores, and photo documentation. The data collection techniques used included: 1) Passive participant observation, where researchers observed students' learning activities using the STAD model; 2) In-depth interviews with the principal, teachers, and students; 3) Documentation, to strengthen the validity of findings in the field.

Data analysis in this study refers to the interactive model proposed in [14], which includes three main stages, namely data reduction (summarizing and selecting the main points), data presentation (organizing information in the form of narrative text), and concluding. Data validity testing was carried out using triangulation techniques, both source triangulation (comparing observation data with interviews from various sources) and time triangulation (conducting repeated checks at different times).

3. RESULTS AND DISCUSSION

Implementation of the STAD Type Cooperative Learning Model

Based on field findings, a fifth-grade teacher at SDN 2 Loloan implemented a structured five-stage cooperative learning model (STAD) in Mathematics. This implementation aligns with the cooperative syntax proposed by experts, but has been adapted to be more operational. The five stages are: material delivery, group formation, group work, individual quizzes, and group awards.

1. **Presentation of Material.** In the initial stage, the teacher provides a classical explanation of the mathematics material (for example, fraction arithmetic operations) for approximately 10–15 minutes. The use of visual media and real-life examples that are close to students' lives greatly helps focus attention. Students appear enthusiastic and take notes on important points. The teacher also emphasizes the learning objectives and the STAD rules that must be followed. This stage is crucial for building a basic understanding before students enter into team discussions [1].
2. **Group Formation.** Students were divided into five small groups of four members. The group composition was heterogeneous, combining students with high, medium, and low academic abilities, and considering gender balance. The group formation process proceeded in an orderly manner. This heterogeneous grouping is the spirit of STAD, enabling peer tutoring, where students can complement and help each other [15].
3. **Group Work.** At this stage, the teacher distributes Student Worksheets (LKS). Students discuss how to solve the given math problems. An interesting innovation from the teacher is assigning specific roles to each member: Group Leader, Secretary, Junior Teacher, and Timekeeper. These roles rotate each meeting. Observations show that this innovation minimizes the dominance of just one or two students. All students are actively involved. The leader provides guidance, junior teachers teach struggling students, and the timekeeper reminds them of deadlines. Positive interdependence is built very well at this stage [16].
4. **Individual Quiz.** After the discussion time limit expires, the teacher administers an individual quiz. At this stage, strict rules are enforced: students are not allowed to look at their books, turn around, or ask questions. This quiz aims to test the extent of individual understanding

after studying in teams. Observations show that students work on the questions independently. The classroom atmosphere is very calm and focused. The scores from this quiz will be calculated based on the students' baseline scores, which will then be contributed to the group's points [17].

5. Rewards. Teachers calculate individual improvement scores and add them up to determine a group score. Groups that meet certain criteria (Good Team, Great Team, Super Team) are rewarded with praise, certificates posted in the classroom, and even small prizes. These rewards stimulate extrinsic motivation, which is gradually internalized into disciplined learning habits [18].

Student Discipline During STAD Model Learning

The implementation of STAD has a very real impact on developing students' learning discipline. Based on observations and interviews, this discipline is manifested in several concrete behaviors:

First, Discipline in Attendance and Punctuality. Before the implementation of STAD, teachers reported that students often arrived late and played outside the classroom when the bell rang. However, the STAD rule linking attendance to group scores changed this behavior. Observations showed that by 8:00 a.m., all students were seated neatly and had their writing materials ready. Interviews with students (Anggi) confirmed that they feared being late to the group. Furthermore, time management during discussions also improved thanks to the role of 'Time Keepers' in each group [19].

Second, Discipline in Complying with Learning Rules. STAD has strict procedures, such as a prohibition on cheating on quizzes and the requirement to assist peers during discussions. Fifth-grade students demonstrated strong adherence to these rules. They no longer moved around without permission and lowered their voices during discussions to avoid disturbing other groups. Teachers stated that STAD creates 'social control' among students, where group members remind each other to comply to achieve the Super Team title [5].

Third, Responsibility in Completing Assignments. Teamwork fosters a sense of collective and individual responsibility. Students who often procrastinated or relied on their peers now had to think and do their part. The realization that "my assignment is a group assignment" (as expressed by students) proves that STAD successfully shifts the paradigm of individualistic learning to collaborative, responsible learning. This aligns with the theory that cooperative learning effectively fosters students' moral responsibility [11].

Fourth, Discipline, Honesty, and Independence. This is the most essential finding in this study. During individual quizzes, students are faced with situations that test their integrity. Teachers instill the understanding that cheating means lying and harming their own group. As a result, students are brave enough to work on questions on their own without cheating. Students' academic self-confidence (self-efficacy) gradually grows as they practice taking quizzes honestly [17].

Overall, the implementation of STAD at SDN 2 Loloan successfully accommodated the mandate of the Independent Curriculum, particularly in strengthening the Pancasila Student Profile in the dimensions of Independence and Mutual Cooperation. Students were not only required to be cognitively intelligent, but also to possess moral resilience, discipline, and strong collaborative skills. Social interaction within the zone of proximal development (ZPD) as envisioned by Vygotsky was truly maximized through peer tutoring, making the learning process more meaningful [13].

4. CONCLUSION

Based on the results and discussion, it can be concluded that the implementation of the Student Teams Achievement Divisions (STAD) cooperative learning model in Mathematics subjects in grade V of SDN 2 Loloan has been carried out very well through five main stages: material delivery, formation of heterogeneous groups, group work with role division, individual quizzes, and group awards. This model is significantly able to shape and improve student learning

discipline. This discipline is represented through punctuality in attendance, high compliance with class and group rules, responsibility in completing tasks according to each role, and a high level of honesty and independence when working on individual evaluations. STAD has proven to be an alternative comprehensive learning approach because it not only focuses on improving cognitive aspects alone, but also plays an active role in character education, especially the habituation of discipline, responsibility, and the ability to collaborate from an elementary age. Practically, these findings suggest that classroom teachers can adopt the STAD model as a concrete strategy for building student discipline, for example by explicitly linking group rewards to attendance and rule compliance, rotating student roles (Group Leader, Secretary, Junior Teacher, Timekeeper) to strengthen a sense of responsibility, and consistently enforcing individual quiz procedures to cultivate honesty and independence. Teachers are also advised to design heterogeneous groupings and a clear, consistent reward system tailored to their classroom conditions so that the disciplinary benefits of STAD implementation can be optimally achieved.

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