

The Effect of Student Teams Achievement Divisions Learning Model and Motivation to Learning Outcomes Economic Class XI SMAN 1 Solok Selatan

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ABSTRACT

This study aims to explain economic learning outcomes of students who are taught using conventional learning models, who have high learning motivation higher than understudies who have low learning inspiration and Interaction between the use of the Student Teams Achievement Division agreeable learning appear and learning inspiration on financial learning results for class XI IPS SMAN 1 Solok Selatan. This sort of investigation is quasi-experimental, using a quantitative approach. This inquires was conducted at SMAN 1 Solok Selatan Jln.Raya Rawang Muaralabuh in July 2021. The populace of this ponders all students majoring in Social Sciences class XI economic subjects in 2021. Sampling was carried out using the purposive sampling technique with 36 experimental groups and 36 groups. ControlThe research instrument used a questionnaire and questions. Data analysis using SPSS version 24.0 using Independent sample t-test and Two Way Anova. Based on the results of research on the economic learning results of understudies in course XI IPS SMAN 1 Solok Selatan who were taught with the Student Teams Achievement Division sort of agreeable learning demonstrate, it was higher than the economics learning outcomes of students who were taught using conventional learning models, it can be seen from the Sig value. $0.000 < 0.05$, economic learning results of course XI IPS SMAN 1 Solok Selatan understudies who have tall learning motivation are higher than students who have low learning motivation and there is no difference in the treatment group with a sig value of $0.736 > 0.05$ and there is a difference in the control group with a sig value of $0.07 < 0.05$, and there is an interaction between the use of the Student Teams Achievement Division type of agreeable learning demonstrate with learning motivation on economic learning results for class XI IPS SMAN 1 Solok Selatan, it can be seen that the value of Sig $0.035 < 0.05$.

Keywords: *STAD, Learning Motivation, Learning Outcomes*

1. INTRODUCTION

The essence of education is the process of transforming values that build the attitude and mental and personal qualities of the nation to think more reliably. Education is directed at a goal that can carry out useful functions(Karlina, Ronald, and Amaluis nd)This

goal can be achieved through education, where education is a determining factor in improving human quality. The measurement results are what is meant by learning outcomes. Based on observations that have been made at SMAN I Solok Selatan with a minimum (KKM) set at 75.

Table 1. Semester 1 Exam Values for Economic Subjects Tp 2020/2021 Class XI South Solok.

| Class | The number of students | Average value | Completed and incomplete students | | | |
|----------|------------------------|---------------|-----------------------------------|-------|--------------|-------|
| | | | Finished | | Not finished | |
| | | | Total | % | Total | % |
| XI IPS 1 | 36 | 80,27 | 17 | 47,22 | 19 | 52,72 |
| XI IPS 2 | 36 | 78,69 | 14 | 38,88 | 22 | 61,11 |
| XI IPS 3 | 36 | 75,06 | 12 | 33,33 | 24 | 66,66 |

Source: *Economics Teacher at SMAN 1 Solok Selatan*

Based on table 1 with a KKM of 75, it can be seen that from the three classes there are still students who have not completed economics subjects. Therefore, researchers try to use other learning models to find out whether different learning models will affect learning outcomes so that student learning outcomes can be even better.

Based on the results of perceptions and interviews with economics subject teachers in class XI of SMAN 1 Solok Selatan, it shows that teachers tend to teach only using the same learning model for each subject. This can be seen when the teacher explains the subject matter in front of the class; students are less enthusiastic in paying attention and responding to lessons. There are still students who are engrossed with their friends next to them and playing with their respective gadgets. When the teacher gives assignments, there are still students who complain and are lazy to do their assignments well. Therefore, in the learning process at school, creativity and activeness of a teacher are needed in making learning models as attractive as possible so that learning motivation increases and in the end student learning outcomes,

Learning outcomes can gain experience which includes the cognitive, affective, and psychomotor domains. Learning is not only mastery of theoretical concepts of subjects but also mastery of habits, perceptions, pleasures, interests and talents, social adjustment, various skills, aspirations, desires, and expectations. Students not only cause low student learning outcomes. itself, but also from the learning process that is not in accordance with the characteristics of students. Until now, there are still many teachers whose teaching methods are only lectures and do not use learning models that are in accordance with the material and characteristics of their students, so that students become less active. Lack of interaction between students and teachers can also affect student learning outcomes. Because of that, the teacher's task is not only to provide knowledge but to prepare more interesting and fun situations in the classroom; Therefore, efforts are needed to improve the quality of learning, such as creating a learning environment that aims to help students adapt to their new environment so that the quality of learning will increase.

There are several variables that affect student learning outcomes, including (a). environmental factors consist of: natural environment and socio-cultural environment, (b). instrumental factors consist of curriculum, programs, facilities, and facilities as well as teachers. (c) physiological factors, (d). psychological factors consist of: interests, intelligence, talent, motivation, and cognitive abilities(Ibrahim and Adnan 2019). In realizing these conditions, many efforts need to be made, thus enabling optimal learning for students. One of the efforts is to make students actively involved

in learning activities to think, interact, act to try, find new concepts or produce works(Suryana YR and Somadi TJ 2018). To achieve these results, it is necessary to find a learning model that can be used to improve the teaching and learning process so that student learning outcomes can be better, including the Student Team Achievement Divisions (STAD) Cooperative Model.

Student Teams Achievement Divisions (STAD) is cooperative learning developed based on Cognitive-Constructivism learning theory, which is believed by its originator Vygotsky to have the advantage that higher mental functions will appear in conversation or collaboration between individuals through STAD. trained to work together, respect the opinions of friends, and teach diversity to students(Imran 2016). Cooperative learning emphasizes the interaction between students. From here, students will have active communication with their friends. In learning activities, inspiration can be said to be a big mover in students that causes learning activities to occur, which ensures the continuity of learning activities so that the goals desired by the subjects can be achieved.(W 2016).

In the cooperative learning process, the Student Teams Achievement Division (STAD) usually affects students' social studies economics learning outcomes, with an average score of 79,556 higher than the average student learning outcomes using the lecture method with a score of 73,000. There is a significant effect between cooperative learning type Student Teams Achievement Division (STAD)

In the cooperative learning process, the Student Teams Achievement Division (STAD) usually affects students' social studies economics learning outcomes, with an average score of 79,556 higher than the average student learning outcomes using the lecture method with a score of 73,000. There is a significant effect between cooperative learning type Student Teams Achievement Division (STAD) and motivation on economic mathematics learning outcomes in fifth grade students of SD Cluster 2, Bajawa District, Flores Regency. (Nikmah et al. 2016).

This study is in accordance with the opinion (Wilibaldus Bhoke 2016) that there is a significant effect between cooperative learning of the Student Teams Achievement Division (STAD) type and motivation on the economics of mathematics learning outcomes for fifth grade students of SD Gugus 2, Bajawa District, Flores Regency.

1.1 Identification of Problems and Research Questions

1.1.1 Identification of Problems

Based on the description of the background of the problem, it can be identified that: Economic learning at SMAN 1 Solok Selatan is still teacher-centered as a source of information for students. The low grades of students in economics subjects. The students' motivation to learn is still low.

The teacher has not used an interesting and creative learning model in class XI IPS SMAN 1 Solok Selatan.

Students of class XI IPS SMAN 1 Solok Selatan easily feel bored during the educating and learning preparation within the classroom.

The number of passive students in class XI IPS SMAN 1 Solok Selatan.

There is no interaction between one student and another in class XI IPS SMAN 1 Solok Selatan.

Teachers are constrained by the ability to apply learning to improve learning outcomes

Teachers do not use interesting media and learning models, so it is necessary to apply a learning model so that students are active, one of which is the Student Teams Achievement Divisions type cooperative learning model

1.1.2 Research question

Based on the identification and limitation of the problems above, the problems to be studied in this study are:

Is the economic learning outcome of class XI IPS SMAN 1 Solok Selatan students who are taught using

the Student Teams Achievement Divisions cooperative learning model higher than the economics learning outcomes of students who are taught using conventional learning models?

What are the economic learning outcomes of class XI IPS students of SMAN 1 Solok Selatan who have tall learning inspiration higher than understudies who have moo learning inspiration?

Is there an interaction between the utilize of the Understudy Student Teams Achievement Divisions sort of agreeable learning show and learning inspiration on the financial matters learning results of understudies in lesson XI IPS SMAN 1 Solok Selatan

1.2 Research Objectives

The purpose of this research is to find:

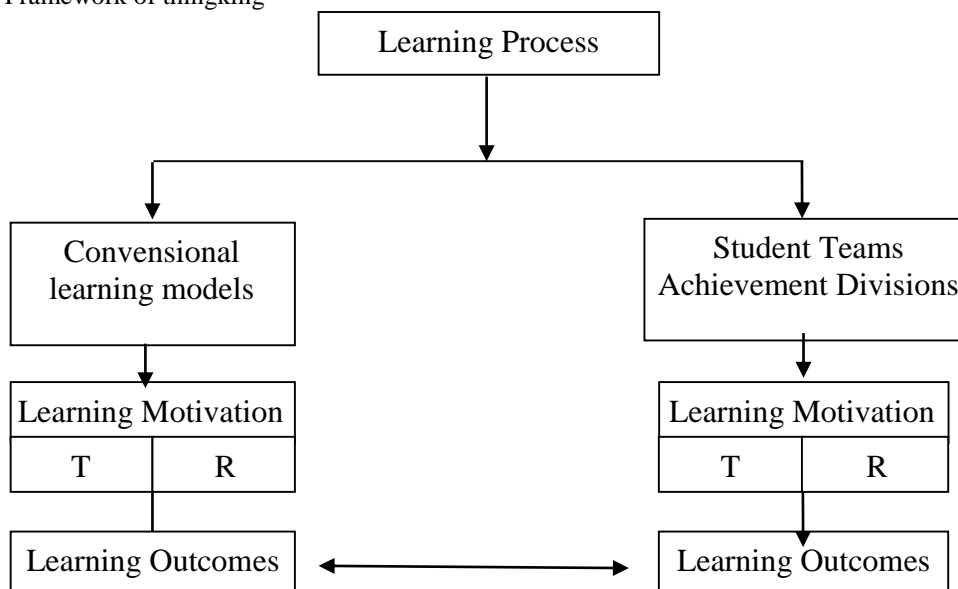
The economics learning outcomes of class XI IPS students of SMAN 1 Solok Selatan who were taught using the Student Teams Achievement Divisions cooperative learning model were higher than the economics learning outcomes of students who were taught using conventional learning models.

Economics learning outcomes for students of class XI IPS SMAN 1 Solok Selatan who have high learning motivation are higher than students who have low learning motivation.

The interaction between the use of the Student Teams Achievement Divisions cooperative learning model and learning motivation on economic learning outcomes for class XI IPS SMAN 1 Solok Selatan.

1.3 Framework of thinking

Picture 1. Framework of thinking



2. METHOD

This research is an experimental research that is intended to determine whether there is a result of "something" imposed on the subject under investigation. In accordance with the title and problems raised in this study, namely to conduct an empirical test of learning outcomes in economics subjects between student learning outcomes taught by using the Student Team Achievement Division learning model and student learning motivation, this research includes quasi-experimental research. by

using a quantitative approach. This research was conducted at SMAN 1 Solok Selatan Jln. Raya Rawang Muaralabuh in July 2021. The information collection strategy used in this study used a quasi-experimental design. The instruments in this study were an objective test and a questionnaire (questionnaire)

3. RESULT AND DISCUSSION

Based on the hypothesis testing conducted, the following conclusions were obtained:

Table 2. Hypothesis Result

| Tests of Between-Subjects Effects | | | | | |
|--|-------------------------|----|-------------|----------|------|
| Dependent Variable: Hasil Belajar | | | | | |
| | Type III Sum of Squares | Df | Mean Square | F | Sig. |
| Corrected Model | 14633.708 ^a | 3 | 4877.903 | 65.902 | .000 |
| Intercept | 342378.125 | 1 | 342378.125 | 4625.659 | .000 |
| Model pembelajaran | 13805.681 | 1 | 13805.681 | 186.520 | .000 |
| Motivasi | 485.681 | 1 | 485.681 | 6.562 | .013 |
| Model pembelajaran * motivasi | 342.347 | 1 | 342.347 | 4.625 | .035 |
| Error | 5033.167 | 68 | 74.017 | | |
| Total | 362045.000 | 72 | | | |
| Corrected Total | 19666.875 | 71 | | | |

a. R Squared = .744 (Adjusted R Squared = .733)
 Source: Processed primary data in 2021

Based on table following conclusions:

1. The first finding, where the test results show that the XI IPS class students of SMAN 1 Solok Selatan who are taught with the Student Teams Achievement Divisions sort of agreeable learning demonstrate are higher than the economics learning outcomes of students who are taught using conventional learning models, there is noteworthy contrasts in learning results in the two groups. This means that students who are treated with the Student Teams Achievement Divisions type of cooperative learning will have better learning outcomes than students who are treated with conventional learning models.

Based on the descriptive analysis, in general, it can be seen that the learning outcomes of the experimental class students who applied the Student Teams Achievement Divisions cooperative model were higher than the control lesson that applied the conventional

model. This can be seen from the comparison of the averages of the two classes at the time of the posttest. At the time of the posttest, the average treatment class was 82.50 higher than the control class 55.11. This means that the class that is given treatment by using the cooperative model learning method of the Student Teams Achievement Divisions type has better learning outcomes than the class that is treated with the conventional model method.

Student learning outcomes that are applied to the Student Teams Achievement Divisions cooperative model are better than student learning outcomes that are applied to the conventional model [6]. This is because the Student Teams Achievement Divisions agreeable learning show is a learning model that can be applied to all subjects and grade levels and provides opportunities for each group member to express ideas and ideas to improve the results of their group work and listen to suggestions and criticisms from other group members,

with specific roles for each team or group member who has been divided to take responsibility for the tasks assigned by the team or group leader.

Therefore, the Student Teams Achievement Divisions type of cooperative model can be a teacher's strategy to progress understudy learning results. The Student Teams Achievement Divisions model is a variation of cooperative learning that encourages students to encourage and help each other, which is useful for mastering the skills taught by the teacher.

The results of this study are in line with the research entitled "The influence of Student Teams Achievement Divisions learning and learning inspiration on financial matters arithmetic learning results for fifth-grade students of SD Gugus 2, Bajawa District," which states that: Learning with cooperative learning model type Student Teams Achievement Divisions and motivation towards learning outcomes of mathematics economics for fifth-grade students of SD Cluster 2, Bajawa District, Flores Regency, affects learning outcomes [7].

Based on the opinions stated above and related to this research, it can be concluded that students taught by the Student Teams Achievement Divisions model have higher learning outcomes than students taught by the conventional model.

2. The second finding, the results of the study, indicate that the normal learning results of understudies who have tall learning inspiration are better than students who have low learning motivation in class XI IPS SMAN 1 Solok Selatan. Based on the hypothesis test conducted, it was concluded that students with high learning motivation had significantly higher learning outcomes than understudies with moo learning inspiration. That's, understudies with tall learning inspiration will have superior learning results compared to understudies with moo learning inspiration.

Then from the results of distributing questionnaires about the learning motivation of the treatment group, the researchers divided the students into two groups, namely groups of students with high learning motivation and groups of students with low learning motivation. Based on this learning motivation group, the average learning outcomes of each group were obtained. In the treatment class, the group of students with tall learning inspiration and the gather of students with low learning motivation had average learning outcomes of 83.22 and 82.38, with a difference in the average value of only 0.83. That is, the learning outcomes of bunches of understudies who have tall learning motivation have no difference with learning outcomes with low learning motivation because both groups have been given agreeable learning demonstrate of the Student Teams Achievement Divisions sort.

Then from the results of distributing a questionnaire about the control group's learning motivation, the

researcher divided the students into two groups, namely a group of understudies with tall learning inspiration and a gather of understudies with moo learning inspiration. Based on this learning motivation group, the average learning outcomes of each group were obtained. Within the bunch of understudies with tall learning inspiration and the bunch of understudies with moo learning inspiration, the average learning outcomes were 59.88, and 50.33 with a difference in the average value of only 3.29. That is, the learning outcomes of groups of understudies who have tall learning inspiration have differences with learning outcomes with low learning motivation. The success of students or students in attending lessons or lectures depends a lot on regular and continuous learning motivation. Learning inspiration is one of the inner variables that can affect understudy learning results [8].

The application of the Student Teams Achievement Divisions demonstrate within the learning process is expected to improve student learning outcomes because the use of the Student Teams Achievement Divisions learning model is expected to be able to train students to be able to work together to construct their knowledge and make understudies more dynamic in learning, so that also has an impact on increasing learning results.

The agreeable learning demonstrate of the Student Teams Achievement Divisions sort of learning is one of the agreeable sorts that emphasizes learning on exercises and intuitive between understudies to propel each other and offer assistance each other in acing the subject matter in arrange to attain the greatest accomplishment [9].

3. The third finding based on the two-way ANOVA test obtained a sig value of $0.035 < 0.05$. This means that there is an interaction between the learning model and student learning motivation on student learning outcomes is significant. That is, the third hypothesis is accepted, which states, There's an interaction between the utilize of the Student Teams Achievement Divisions type of cooperative learning model and learning motivation on economic learning outcomes for class XI IPS SMAN 1 Solok Selatan.

This means that each factor (learning method or learning motivation) is not interdependent and influences each other, which shows that both of these (learning methods or learning motivation) have their own position on learning outcomes. There are times when students' learning motivation determines their learning outcomes, but on the other hand, there are times when learning methods affect student learning outcomes.

Based on the conclusions that have been expressed over, it can be concluded that understudy learning motivation and learning methods affect student learning outcomes, but learning methods and student

motivation do not depend on each other in influencing student learning outcomes [10].

4. CONCLUSION

Economics learning outcomes of students in class XI IPS SMAN 1 Solok Selatan who were taught with the Student Teams Achievement Division (STAD) type of cooperative learning model were higher than the economics learning outcomes of students who were taught using conventional learning models, this can be seen from the value of Sig $0.000 < 0,05$.

The motivation for learning economics for class XI IPS students of SMAN 1 Solok Selatan who has the motivation to learn by using the Student Teams Achievement Division cooperative learning model is higher than the motivation to learn by using conventional learning. learning model and there is a difference in the control group with a sig value of $0.013 < 0.05$.

There is an interaction between the use of the Student Teams Achievement Division cooperative learning model and learning motivation on the economic learning outcomes of class XI IPS students of SMAN 1 Solok Selatan, it can be seen that the value of Sig $0.035 < 0.05$. and also hopes for future researchers to be able to conduct further research on the application of the Student Teams Achievement Division type of learning model in fostering student motivation and student learning outcomes with other subjects.

ACKNOWLEDGMENT

Thanks to Mr. DR. Syamwil.,M.Pd who has guided from beginning to end until the completion of this article. The teacher of SMAN 1 Solok Selatan who has taken the time to help me in my research and fellow observers who have provided ideas and opinions so that this article can be written properly.

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