



# Implementation of Student Team Achievement Division (STAD) Method in Learning Indonesian Language at SMA Negeri Karangpandan

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**Abstract.** This research aims to describe: (1) program development on the Student Team Achievement Division (STAD) method in learning Indonesian language at SMA Negeri Karangpandan, (2) implementation of STAD method in learning Indonesian language at SMA Negeri Karangpandan, and (3) evaluation of implementation, success, supporting factors, and inhibiting factors for learning STAD method in learning Indonesian language at SMA Negeri Karangpandan. This research is a qualitative with a case study design. The participants were Indonesian language teachers at SMA Negeri Karangpandan. Data collection techniques were carried out by observation, in-depth interviews, and documentation. Data validation used source and technical triangulations. Data analysis technique was done by summarizing the data, presenting the data, and drawing conclusions. The results indicated that the implementation of STAD method in learning Indonesian language at SMA Negeri Karangpandan include: (1) development of learning programs that have been implemented by Indonesian language teachers, including annual programs, semester programs, weekly programs, module programs, and remedial programs, (2) the implementation of Indonesian language learning is carried out using STAD method on the material of imagination in poetry starting from student grouping, teacher presentations, division of tasks, quizzes, and awarding, and (3) the evaluation of the implementation of learning is measured by the suitability of the teaching and learning activities carried out by the teacher in the classroom with the lesson plan; evaluation of learning success is carried out by means of tests; factor supporting is the teacher be able to take advantage of the facilities; and the cooperation of students in groups, while the inhibiting factor is the attitude of students who are introvert.

**Keywords:** Indonesian Language · Learning · Student Teams-Achievement (STAD)

## 1 Introduction

Educational values, healthy relationships, and character education are concepts used in many countries to express their need to help students in developing their values and character [1]. The national education system has made a major contribution to development

from various perspectives, particularly in the context of individual character development. Education aims to build a solid foundation of a country and to face the challenges of creating individuals who are resistant, progressive, knowledgeable, creative, and able to compete at the national level. Children's character education is an important aspect in the development of a nation [2]. Character education in school is a very important need so that the next generation can be equipped with basic skills needed in life [3]. Therefore, it is necessary to improve the quality of education by providing effective training, having adequate facilities, ensuring equitable distribution of educational development, and encouraging innovation in teacher teaching. All of these aspects aim to continuously improve the quality and self-development of teachers from the first day they are assigned as teachers.

Implementation is the application of a plan that has been prepared carefully and detail. Such as the statement by Rudd et al. [4] explained that putting the planning into an action is defined as implementation so that when planning is considered perfect then implementation is carried out. Implementation is conducted to find out the extent of the impact and benefits obtained from the plan that is being implemented. Implementation in learning activities is the use of learning materials and strategies. Ling et al. stated that learning techniques play an important role as active learning to improve student achievement. With this fact, a teacher should always be proactive in implementing new programs or new teaching methods, offering effective strategies or techniques that will enhance normal teaching. Cooperative learning is one method that can be applied to improve teaching. One of the cooperative learning methods based on groups is the Student Team Achievement Division (STAD). Cooperative learning of STAD type was developed by Robert Slavin in 1986 [5]. In this method, students are grouped in learning teams consisting of four people with their level of performance, gender, and ethnicity. The teacher presents the lesson then students work in teams to ensure that all team members have mastered the lesson. Furthermore, students are given a quiz about the material. During the quiz each group member should not help each other. The application of cooperative learning is expected to foster understanding of teaching materials and student learning motivation which ultimately leads to an increase in student achievement or learning outcomes [6]. This method emphasizes activity and interaction among students to motivate each other and help each other in mastering the subject matter to achieve maximum achievement.

The selection of STAD method as the theme in this research refers to several advantages, including improve student learning and student academic achievement, increase student retention, and be able to increase student satisfaction with their learning experience. In addition, the use of this method can assist students in developing oral communication skills, students' social skills, increase students' self-esteem, and help improve positive relationships. This is needed in Indonesian language skills, such as listening, speaking, reading, and writing. The selection of this method is also seen from the results of researchers' observations at SMA Negeri Karangpandan where Indonesian language teachers in the learning process are still teacher-centered. Teachers tend to give lectures and assignments. So that the learning outcomes of students tend to only reach the minimum limit set by the Indonesian language teachers. Learning gain is the result of an interaction of learning outcomes and teaching acts. From the teacher's point of view,

the act of teaching ends with the process of evaluating learning outcomes. From the learner's perspective, learning achievement is the culmination of the learning process which is evidence of the efforts that have been made. It can be said that the acquisition of learning is the result obtained by students after he received a knowledge in the form of numbers (values). Student activities have a very important role in the learning process. Without student activities, the learning process will not run well, and result in low learning outcomes achieved by students. On the other hand, STAD method can be used to overcome learning difficulties so that student activity in the learning process and student learning achievement can increase. Therefore, this research aims to describe: (1) program development on the Student Team Achievement Division (STAD) method in learning Indonesian language at SMA Negeri Karangpandan, (2) implementation of STAD method in learning Indonesian language at SMA Negeri Karangpandan, and (3) evaluation of implementation, success, supporting factors, and inhibiting factors for learning STAD method in learning Indonesian language at SMA Negeri Karangpandan.

## **2 Method**

This research is descriptive qualitative with case study design. The aim of qualitative descriptive is a comprehensive summary in everyday terms of certain events experienced by individuals or groups [7]. Case study is empirical method that investigate contemporary phenomena (cases) in depth and in real-world contexts, particularly the boundary between phenomenon and context cannot be clearly seen [8]. The case study design is carried out on ongoing events. A case as research objects is used to provide examples of lessons from the existence of a treatment in a particular context. In this research, what is being investigated is the implementation of the STAD method in Indonesian language learning which includes implementation in program development, learning implementation, and learning evaluation.

The research was conducted at SMA Negeri Karangpandan for 3 months with participants of Indonesian language teachers. Data collection were taken through observation, interviews, and documentation. Data validation was carried out using triangulations: (1) source triangulation by interview the principal of SMA Negeri Karangpandan regarding data on the development of Indonesian language courses and interview student representatives regarding data on the implementation of Indonesian language learning using the STAD method on learning materials and learning equipment, teacher teaching abilities, difficulties faced by students in learning, and (2) triangulation technique is done by observation the program development of annual, semester, weekly, module, and remedial program archives and evaluation of learning success in the form of archives of Indonesian language lessons. Furthermore, the results obtained from the field are analysed by data reduction, data presentation, and drawing conclusions.

## **3 Results and Discussions**

### **3.1 Results**

Based on the results, it can be stated that the implementation of STAD method in learning Indonesian language at SMA Negeri Karangpandan carried out by the teacher includes activities for program development, learning implementation, and learning evaluation.

### 3.1.1 Program Development of Learning Indonesian Language

Each teacher should do teaching preparations before beginning learning process. Teaching preparation is essentially a short-term plan to predict what actions will be taken in learning activities. Activities in the preparation of teaching is the development of learning programs. The results of the research show that Indonesian language teachers develop learning programs. The preparation of learning programs is generally written in annual and semester programs. The annual program contains a description of competency standards, basic competencies, and one year's time allocation, while the semester program contains basic concepts with details on the distribution of the number of hours each week or month. This can be seen from the results of the interviews as follows:

*“Menurut saya pengembangan program sama halnya dengan perencanaan jadi harus saya lakukan. Yang saya lakukan dalam pengembangan program adalah menyusun materi pelajaran, memilih media pembelajaran, memilih pendekatan atau metode pembelajaran, menyusun konsep penilaian yang saya gunakan dan mengalokasikan kapan dilakukan penilaian. Semua ini dijelaskan dalam program-program pengembangan kurikulum”.*

*[“I think program development is the same as planning, so I have to do it. What I do in program development is compiling subject matter, selecting learning media, selecting learning approach or method, compiling the concept of assessment that I use and allocating when the assessment is conducted. All of these are explained in curriculum development programs”.]* (Interview with Indonesian teachers).

Related to the preparation of learning programs, Indonesian language teachers provide the following explanation:

*“Dalam pelaksanaan pembelajaran, program pembelajaran dibuat berdasarkan kalender pendidikan yang telah ditetapkan. Penjabaran kalender pendidikan yang kemudian dijabarkan dalam program yang lebih mudah diterapkan dalam bentuk program tahunan, semester, mingguan/harian, program modul. Lebih spesifik lagi dijelaskan dalam RPP. Dalam RPP dijelaskan lebih detail tentang bahan materi yang kami gunakan, kegiatan penilaian, remedial, dan pengayaan. Program tahunan merupakan rencana kegiatan pembelajaran yang akan disampaikan dalam kurun waktu satu tahun pelajaran. Rencana tersebut memuat uraian standar kompetensi, kompetensi dasar dan alokasi waktu yang dibutuhkan dalam proses pembelajaran selama satu tahun tersebut, yang pelaksanaannya terbagi dalam dua semester. Untuk program semester merupakan penjabaran secara rinci apa yang akan dilaksanakan dalam semester tersebut, isinya mengenai konsep dasar dengan rincian persebaran jumlah jam pada tiap minggu maupun bulannya. Kedua program tersebut merupakan program umumnya, sedangkan secara khususnya dijelaskan lagi di program mingguan dan modul”*

*[“In the implementation of learning, learning program is arranged based on the education calendar that has been set. The elaboration of the educational calendar which is explained into programs that are easier to implement in the form of annual, semester, weekly / daily programs, module programs. More specifically described in the RPP (lesson plan). The lesson plan explains in more detail the*

*materials we use, assessment activities, remedial, and enrichment activities. The annual program is a plan of learning activities that will be delivered within one academic year. The plan contains a description of competency standards. Basic competencies and the allocation of time required for the one-year learning process, the implementation of which is divided into two semesters. For the semester program, it is a detailed description of what will be carried out in the semester, its contents are about the basic concepts with details of the distribution of the number of hours each week or month. Both programs are general programs, while in particular they are explained again in the weekly program and modules.”] (Results of Indonesian teacher interviews).*

Furthermore, in the implementation of Indonesian language learning every week. The weekly and module programs become a reference in carrying out teaching and learning activities because these programs explain in detail what must be taught to students. The preparation of weekly and module programs are important because they serve as guidelines for delivering the material being taught. In the preparation of the next program related to the results of the assessment of students. In teaching and learning activities, the results of learning assessments in terms of knowledge or skills after the educator analyses the information obtained on the achievement of student competencies who have reached minimum completeness criteria (KKM). If there are students who score below KKM, the teacher must provide a remedial program. The remedial program contains remedial activities carried out by giving individual assignments and ending with tests. This can be seen from the results of the interview as follows:

*“Program secara rinci terdapat pada program mingguan dan modul. Kedua program ini dijadikan pedoman untuk menyampaikan materi yang akan diajarkan. Program mingguan berupa jurnal mengajar yang berisi materi pelajaran sesuai kompetensi dasar dan penjelasan media pembelajaran yang digunakan untuk menyampaikan materi tersebut. Program modul berupa penjelasan materi per bab yang terdiri dari tujuan pembelajaran, pendalaman materi, tugas, uji kompetensi, dan soal penilaian harian. Program remedial juga disiapkan bagi siswa yang tidak mencapai KKM berisi pelaksanaan remedi dan penilaian. Untuk pelaksanaan programnya dilakukan dengan memberikan tugas-tugas individu lalu diberikan tes berkaitan dengan kompetensi dasar yang tidak lulus tersebut”.*

*[“The detailed program is contained in the weekly program and modules. These two programs are used as guidelines for delivering the material to be taught. The weekly program is in the form of a teaching journal that contains subject matter according to basic competencies and an explanation of the learning media used to deliver the material. The module program is in the form of an explanation of the material per chapter which consists of learning objectives, deepening of material, assignments, competency tests, and daily assessment questions. A remedial program is also prepared for students who do not reach KKM containing the implementation of remedial and assessment. For the implementation of the program, it is done by giving individual tasks and then given a test related to the basic competencies that do not pass”.] (Results of the Indonesian teacher interview).*

### 3.1.2 Implementation of Learning Indonesian Language

After carrying out the development of learning programs, the next stage is the implementation of learning. The use STAD method is used by Indonesian language teachers on imagination material in poetry. The application of STAD method is carried out starting from student grouping, teacher presentations, division of tasks, quizzes, and awarding.

The first activity carried out by the teacher was to group students into several heterogeneous groups. Each group consists of male and female students with different ability levels. The group guidelines are based on the ranking of students' initial test scores. Heterogeneous grouping of students aims so that students are able to take advantage of all their potential such as interests, talents, and basic abilities. Due to achieving the learning objectives of poetry imagination material, it can be seen from the results of interview as follows:

*“Metode Student Teams Achievement Division, saya pakai untuk materi imajinasi dalam puisi. Pertama saya menyampaikan kompetensi materi yang akan disampaikan dalam pertemuan ini. Saya juga menyampaikan bahwa dalam materi ini, akan dilakukan dengan metode Student Teams Achievement Division (STAD) sehingga siswa bisa lebih memperhatikan apa yang saya sampaikan. Di metode ini, peserta didik belajar secara kelompok dengan level kemampuan berbeda-beda saling bekerja sama untuk menyelesaikan tujuan pembelajaran dalam puisi. Jadi saya bagi siswa dengan beberapa kelompok, masing-masing kelompok terdiri dari 5 siswa yang heterogen. Caranya membagi secara heterogen yaitu berdasarkan tes awal. Melalui tes awal ini, saya dapat mengetahui tingkat pemahaman siswa terhadap materi puisi dan dijadikan acuan pembagian kelompok”*

*[“Student Teams Achievement Division method, I use for imagination material in poetry. First, I convey the competence of the material that will be presented in this meeting. I also said that STAD method will be carried out in this material so that students can pay more attention to what I say. In this method, students learn in groups with different levels of ability to work together to complete learning objectives in poetry. So I divided the students into several groups, each group consisted of 5 heterogeneous students. The way to divide heterogeneously is based on the initial test. Through this initial test, I can find out the level of students' understanding of the poetry material and be used as a reference for group division”.]*  
(Results of Indonesian teacher interview).

The second activity is the teacher carrying out class presentations. After the students are grouped, the teacher presents the poetry material. The material is presented with poetry material in the form of poetry characteristics and how to write poetry and provides examples of poetry texts and then analyzes poetry examples. This can be seen from the results of the interviews as follows:

*“Setelah siswa dibagi dalam beberapa kelompok, selanjutnya materi pokok puisi disampaikan. Materinya adalah pengenalan ciri-ciri umum puisi, penulisan puisi bebas dengan pilihan kata yang sesuai, dan penulisan puisi bebas dengan memperhatikan unsur persajakan. Pada pelaksanaan, saya memberi contoh berupa*

*teks puisi lalu menganalisis puisi bersama siswa. Hal ini bertujuan agar siswa dapat dengan mudah memahami ciri-ciri puisi dan cara menulis puisi”*

*[“After the students are divided into several groups, then the subject matter of poetry is presented. The material is an introduction to the general characteristics of poetry, free poetry writing with appropriate word choices and free poetry writing by paying attention to the elements of rhyme. In the implementation, I gave an example a poetry text and then analyzed the poem with the students. This aims to make students easily understand the characteristics of poetry and how to write poetry”.] (Interview with Indonesian teachers).*

The third activity is the division of tasks. This activity is carried out in groups. At this stage, students can study with group members to understand the tasks given by the teacher until students deeply understand the material presented in preparation for the next stage by answering individual quiz. At this stage, students are given the opportunity to work together in groups and provide material explanations or understandings to students who have not been able to understand poetry material. This can be seen from the interview as follows:

*“Setelah materi disampaikan dan diberikan contoh tentang puisi. Lembar kerja kelompok mulai dibagikan. Siswa mengerjakan lembar kerja kelompok bersama anggota kelompoknya. Dalam kerja kelompok, siswa saling bekerja sama menyelesaikan soal. Siswa ditekankan agar anggota kelompok mempersiapkan anggota kelompoknya untuk bisa menjawab kuis individual dengan baik. Anggota kelompok harus melakukan yang terbaik untuk kelompok, dan kelompok juga harus melakukan yang terbaik untuk membantu tiap anggota kelompoknya”*

*[“After the material was delivered and given examples of poetry. Group worksheets begin to be distributed. Students work on group worksheets with their group members. In group work, students work together to solve problems. Students are emphasized that group members prepare their group members to be able to answer individual quiz well. Group members must do their best for the group and the group must also do their best to help each member of the group”.] (Indonesian teacher interview results).*

The fourth activity is a quiz. This activity is carried out individually through the Kahoot application. Each student is not allowed to ask for help or be assisted by his team members. This quiz aims to provide opportunities for students to show what they have learned while studying in teams through group assignments. This can be seen from the interviews as follows:

*“Selanjutnya ada kuis mbak. Kalo ini saya pake aplikasi Kahoot. Tujuan kuis ini adalah untuk mengetahui sejauh mana keberhasilan belajar siswa dalam kelompok. Kuisnya individual mbak, tidak berkelompok lagi. Jadi selama kuis individual ini, anggota kelompok tidak boleh meminta bantuan atau menerima bantuan dari anggota kelompok”*

*[“Next, there is a quiz, Mrs. For this, I use the Kahoot application. The purpose of this quiz is to determine the extent to which students’ learning success in groups.*

*The quiz is individual which is not in groups anymore. So, during this individual quiz, group members are not allowed to ask for help or accept help from group members”.] (Indonesian teacher interview results).*

The fifth activity is awarding. At this stage the award is given based on the highest average team score. There are three levels of awards given, namely super team, great team, and good team. This can be seen the interview as follows:

*“Dari kuis individual tersebut, setiap individu mempunyai skor kuis masing-masing. Selanjutnya skor individu tersebut digabungkan dengan individu yang lain sesuai kelompok masing-masing. Jadi dihasilkan skor tim lalu di buat rata-rata, rata-rata skor tim tertinggi diberi penghargaan. Ada tiga tingkatan penghargaan yang diberikan yaitu tim super, tim hebat, dan tim baik”*

*[“From the individual quizz, each individual has their own quiz score. Furthermore, the individual scores are combined with other individuals according to their respective groups. So the resulting team score is make to be average, the average highest team score is rewarded. There are three levels of awards given, that are super team, great team, and good team”] (Indonesian teacher interview results).*

### **3.1.3 Evaluation of Learning Indonesian Language**

Students are the target reason of the curriculum designed to the maximum. To find out the success of a lesson, it is necessary to conduct an evaluation. The evaluation is carried out in order to determine the level of success of the teacher, the suitability of the implementation with the plan, and to find out the factors that support and challenge in the learning process to achieve the desired goals. The first evaluation activity was the implementation of learning. Evaluation is seen from the suitability of teaching and learning activities in the classroom with the teacher’s plan in the lesson plan. Through the evaluation of the implementation of learning, the teachers can find out to what extent the activities that have been planned can be carried out without any difficulties. This can be seen from the interview as follows:

*“Untuk evaluasi pelaksanaan pembelajaran, dari saya pribadi itu dilihat dari apakah sesuai antara kegiatan yang saya rencanakan di RPP dengan yang saya lakukan di kelas seperti metodenya, medianya, langkah-langkah metodenya, penilaian siswanya. Untuk sejauh ini, RPP selalu menjadi acuan saya dalam melaksanakan pembelajaran. Karena di RPP dijelaskan secara detail tentang langkah-langkah kegiatan belajar mengajarnya”*

*[“For the evaluation of the implementation of learning, personally, it is seen whether the activities that I plan in the lesson plans are appropriate with what I do in the class, such as the method, the media, the steps of the method, the assessment of the students. So far, lesson plan has always been my reference in carrying out learning because it explains in detail the steps for teaching and learning activities”.] (Indonesian teacher interview results).*

The second evaluation activity carried out by Indonesian language teacher is the evaluation of learning success. Evaluation of learning success is carried out by formative

evaluation with written test. Written test was carried out at the beginning and at the end of the presentation of imagination material in poetry. Based on the scores of the initial and final tests, the teacher can determine the progress of each student. This can be seen from the interview as follows:

*“Untuk evaluasi siswa ada tes tertulis di akhir pembelajaran. Setelah selesai materi, siswa saya berikan soal yang konsepnya sama dengan tes awal. Nilai tes awal dan tes akhir kemudian dibandingkan untuk mengetahui peningkatan kemampuan siswa dalam menulis dan memahami puisi”.*

*[“For student evaluation, there is a written test at the end of the lesson. After finishing the material, I gave questions to students with the same concept as the initial test. The scores for the pre-test and post-test were then compared to determine the improvement in students’ ability to write and understand poetry”.] (Interview with Indonesian teachers).*

The last evaluation is related to the supporting and inhibiting factors of learning. The research shows that the supporting factors for learning Indonesian language in the use of STAD method in learning the material of imagination in poetry are the use of facilities and collaboration of students in groups. According to the teacher, the most important thing in STAD method is student collaboration in groups. Meanwhile, to further motivate students in learning activities, the use of facilities such as the use of the Kahoot application for individual quizzes. While the inhibiting factor for learning Indonesian language in the use of STAD method in learning the material of imagination in poetry is the attitude of students who tend to be silent or closed off. However, teacher can manage by motivating each group and arranging the group to have a leader who can direct members to study and discuss. This can be seen from the interview as follows:

*“Jika dilihat dari skor kemajuan siswa yang meningkat, menurut saya metode Student Team Achievement Division ini berhasil ya mbak. Yang mendukung metode ini adalah berkaitan dengan kerjasama siswa dalam kelompok. Karena metode ini membutuhkan kerjasama yang baik dalam kelompok untuk membantu teman yang lain, teman yang tidak tahu atau paham harus diberikan penjelasan agar tahu dan paham. Karena jika dibiarkan tidak tahu atau tidak paham maka akan berpengaruh terhadap kelompoknya sendiri. Jadi disini, siswa yang pintar tidak boleh ego. Selain itu pemanfaatan sarana yang ada juga diperlukan mbak seperti untuk kuisnya, saya pake aplikasi Kahoot. Jadi ini lebih memotivasi siswa jika dibandingkan hanya dengan teks atau lisan saja”.*

*[“If you look at the increasing student progress scores, I think the Student Team Achievement Division method is successful, Sis. The supports of this method is related to student collaboration in groups. Due to this method requires good cooperation in groups to help other friends, friends who do not know or understand must be given an explanation so that they know and understand. Because if you don’t know or don’t understand, it will affect your own group. So here, smart students should not be egotistical. In addition, the use of existing facilities is also needed such as for the quiz. I use the Kahoot application. So this motivates students more when compared to just text or spoken”.] (Indonesian teacher interview results).*

## 3.2 Discussions

Implementation is application of a plan that has been prepared carefully and detail. In a learning, implementation is a process, an activity used to transfer ideas or ideas, programs or expectations outlined in the form of a design curriculum (written) so that it is carried out relevant to the design. The implementation process is carried out by following developments and adopting programs that have been planned and organized in design curriculum. The results indicate that implementation of learning activities carried out by Indonesian language teachers, including program development, implementation, and evaluation. Three activities are in line with Wang et al. [9] that the main activities in the implementation of learning are procedure development, implementation, and evaluation. Three activities are described in detail as follows.

### 3.2.1 Program Development in Learning Indonesian Language

According to Wang et al. [9], the development of learning programs needs to be carried out systematically and continuously to improve learning activities in increasing quality of learning in the educational unit on the condition that the existing potential is more fulfilling than standardized. The results show that Indonesian language teachers carry out the development of learning programs, including annual programs, semester programs, weekly programs, module programs, and remedial programs. Those activities are in accordance with by Wang et al. [9] reveal that the development of learning programs, including the development of annual programs (general programs for each subject), semester programs (containing things to be delivered in the semester), module/subject programs (worksheets, keys, questions, and answers), weekly and daily programs (to find out the progress and difficulties of students), enrichment and remedial programs. This is also in line with Winarti [10] explains that curriculum development is carried out by making annual programs developed by each subject teacher, making semester programs by preparing lesson plans. Lesson plan is described or developed from the syllabus to direct student learning activities in an effort to achieve basic competencies. Furthermore, the teachers make a weekly or daily program which in its development is guided by the semester program. The teachers also do enrichment and remedial programs. This program is determined by looking at the results of students who have been achieved by students.

The annual program is a plan of activities in academic year. This annual program needs to be prepared by the teachers before the school year because it is used as a guide for preparing the next program. This research find that the annual program prepared by Indonesian language teachers contains a description of competency standards, basic competencies, and the allocation of time needed in the learning process for one year. According to Joseph [11], the task of making an annual program is the general plan of learning. This task is carried out by the teachers after knowing the exact number of effective lesson hours in a year. The preparation of the annual program takes into account several things, such as listing all basic competencies in each unit, fill in the number of hours of lessons per unit, determine learning materials, and dividing the number of effective lessons in a year into all learning units and all types of tests based on time allocation. The annual program format is composed of semester, number, subject, time, and information.

The semester program is a description of the annual program. The results explain that the semester program prepared by Indonesian language teachers contained basic concepts with details of the distribution of the number of hours each week or month. Joseph [11] states in his task of making a semester program which is a general plan for learning subjects. The task is carried out after knowing the exact number of effective lesson hours in one semester. The preparation of the semester program will be used as the basis for preparing lesson plan. The semester program format consists of serial numbers, subjects, time allocation (face-to-face/test), and months divided into 1, 2, 3, 4, and 5 weeks if any.

The weekly program is a design of teaching and learning activities for one week. The results point that the weekly program compiled by the Indonesian language teachers are teaching journal containing subject matter and learning media. According to Fitri et al. [12], the weekly program consists of basic competencies, learning materials, and learning activities for one week. Hidayati [13] explains that the weekly program was developed by teachers to determine the time for each basic competency. The weekly program was developed referring to the semester program where in it divides basic competencies with effective weeks so that all competencies can be carried out properly.

The module program is one of the planned learning program units, designed to help students achieve learning objectives. Through the module, students are given the opportunity to manage their study time and understand the subject matter independently. The results indicate that the module program developed by the Indonesian language teachers are material explanations per chapter consisting of learning objectives, deepening of material, assignments, competency tests, and daily assessment questions. This is in line with the explanation of Mulyasa [14] that module development is developed from each competency and subject to be delivered so that the module explains the material in each chapter that will be delivered by the teacher. This program is an elaboration of the semester program.

The remedial program is a design activity carried out in order to improve grades for students who have not reached the Minimum Graduation Standards. The results show that the remedial program prepared by the Indonesian language teachers are remedial implementation and assessment. The remedial implementation is done by giving individual assignments and ending with a test. While Hidayati [13] find that the remedial program applied is adjusted to the learning success of students who need to take remedial so that learning can be achieved properly as desired. Based on the results of the analysis of learning activities, the results are combined with notes in the weekly and daily programs to be used as follow-up material for the learning process that has been implemented.

### **3.2.2 The Implementation of Learning Indonesian Language**

The implementation of learning is the process of teaching and learning in the classroom which is the core of activities at school. The results reveal that in carrying out Indonesian language learning, the teachers used STAD method which was used to convey imagination material in poetry. In the application of STAD method, this research shows that learning activities are carried out by grouping students, teacher presentations, division of tasks, quizzes, and awarding. The results are relevant with the steps in learning STAD

method described by Rusman [15] are grouping students, learning begins with teacher presentations, giving group assignments, conducting individual test or quiz, and giving points to determine appreciation.

According to Aliyu and Buhari [16], STAD is a learning strategy in cooperative learning where students work in groups of four or five by taking into account their background or abilities. Therefore, the first activity carried out in the application of this method is the grouping of students. In this research, Indonesian language teachers divide the students into several groups before the teacher started the class presentation. In practice, the group division is based on the results of the initial test which is then arranged in the highest and lowest ranks, then the teacher divides the students heterogeneously consisting of male and female students with different achievements (highest, medium, and lowest test ratings). The concept of group division designed by the teacher is similar to the concept of group division described by Slavin [17] explains that students in a particular class are divided into groups of both genders (male and female) from various racial or ethnic groups and with low, average, and high performance.

In the implementation of STAD method, class presentation is done by the teacher. According to Slavin [17] asserts that class presentations in STAD must be explicitly focused on STAD unit so that students realize that they have to pay attention to the class presentation because this will help students do well on quiz. The results point that the Indonesian language teachers made a class presentation by delivering poetry material in the form of the characteristics of poetry and how to write it along with providing examples of poetry texts and analysis of poetry texts. The purpose of giving an example of this poetry text is to understand the material presented by the teachers and as a provision for students to work on group assignments, especially individual quizzes. The class presentation activity is in line with Rusman [15] explain that the teacher's presentation is the lesson in the form of exposure to problems, providing data, and giving examples aimed to introduce the concept of lessons to students.

The most important feature of STAD method is teamwork or group work [17]. The results show that teamwork occurs when the teacher gives assignments to the group. At this stage, each group member tries to prepare themselves and their members for individual quizzes. This is in accordance with the main function of the team described by Slavin [17] that the main function of the team is to prepare its members to successfully face the quiz. In addition, Isjoni [18] also states that each individual is responsible for himself and his group. The existence of individual accountability makes each member ready to take the quiz individually without the help or cooperation of his group friends. In that way, students who are low, medium or high achievers will both have the opportunity to succeed and do their best for groups and individuals. This is evidenced by students during individual quizzes because in doing quizzes students are not allowed to help each other during the quiz [17]. The individual quiz aims to determine the level of student mastery of the concepts that have been taught by the teacher. The results showed that individual quiz was also conducted by the teachers.

The basic concept of STAD method is to motivate students to support each other and have group rewards [18]. The results show that the awarding of the group was also carried out by Indonesian language teachers using STAD method. Awards are given based on the average of the highest individual quiz team scores. Through individual

quizzes, each individual has an individual score. To determine the award, the teacher first calculates the group score by adding up the individual scores and then making the group average. The award is determined by the teacher by calculating individual scores and group scores according to the stages of awarding described by Slavin [17], starting from calculating individual scores, calculating group scores, and making average group scores, then giving group awards according to their predicate. In this research, there were three levels of awards (predicate) given, namely super team, great team, and good team. The award given by the teacher is in accordance with the category of group award presented by Isjoni [18] that the award is categorized into good, great, and super groups. Appreciation from the teacher is one way to motivate students to do positive competition.

### 3.2.3 Evaluation of Learning Indonesian Language

In learning, it is necessary to carry out an evaluation to determine the level of achievement of predetermined learning objectives. The results showed that the learning evaluation activities carried out by Indonesian teachers in using STAD method on the imagination material in poetry included evaluation of the implementation of learning, evaluation of learning success, and evaluation of supporting and inhibiting factors. According to Sudijono [19] in general the scope of evaluation of education in schools is regarding the implementation of education and educational success/outcomes. In the evaluation of the implementation of learning, the results indicate that the evaluation of the implementation of learning is carried out in terms of the teacher as measured by the suitability of the teaching and learning activities in the classroom with the lesson plan that has been prepared by the teachers.

In the evaluation of learning success, the results of this research indicate that the evaluation of learning success/learning outcomes is carried out with tests. According to Daryanto [20] the test technique is a more formal information gathering because it is full of boundaries, and if it is associated with the evaluation of a class at school, the test has a dual function, namely measuring students and learning success. In this research, to determine the success of learning the teacher gave a test at the beginning of the lesson and at the end of the lesson to the students, then from the comparison of the two tests the teacher could find out the progress of each student in the material of imagination in poetry. The comparison results show that the use of STAD method on the material of imagination in poetry can improve students' ability in writing poetry. This is in line with Nair and Sanai [21] state that STAD method helps improve students' descriptive writing skills.

In the implementation of learning, there are several factors that support and hinder the course of learning. The results indicate that the factors that support the use of STAD method on the material of imagination in poetry are that the teacher is able to take advantage of the facilities by using the Kahoot application and student collaboration in groups. Utilization of facilities using the Kahoot application is used by teachers for individual assessments in the form of individual quizzes. This is in line with Winarti [10] find that the assessment is also carried out with an online system by utilizing the Kahoot online application. The teacher makes questions then the questions are entered in the Kahoot application which is owned by the school and accessed by students. In addition, evidence for supporting factors for student collaboration in STAD method is the results of Lantajo

and Tipolo [22] states that students who get STAD get higher scores than students. Who get the Inquiry Based Approach. According to Lantajo and Tipolo [22] the success of using STAD in improving students' academic performance is through collaboration with their group mates. Meanwhile, what hinders the successful use of STAD method is the attitude of students who shut themselves off (behave negatively) because they cannot mingle with their group members. This is in accordance with Chang et al. [23] that there is a significant difference between participant learning achievement and the factors that influence it, including heterogeneous grouping and alienation behaviour as well as a significant difference between attendance and heterogeneous grouping of participants. The same thing was also conveyed by Toledo et al. [24] that the improvement of STAD is clearly related to the student learning process, with the conditions of motivation and positive behaviour in the group to develop competence and academic results.

## 4 Conclusion

Regarding the implementation of STAD method in learning Indonesian at SMA Negeri Karangpandan, Indonesian language teacher implement activities, including program development, learning implementation, and learning evaluation. Practically, the development of learning programs conducted by Indonesian language teachers gives an important contribution to learning activities because teachers develop learning programs that are used as guidelines for teaching and learning activities in the classroom. In the implementation of learning activities carried out by Indonesian language teachers, they also make an important contribution in applying STAD method in the classroom. Several steps of STAD method, such as student grouping, teacher presentations, division of tasks, quizzes, and awarding need to be done. In addition, evaluation activities also need to be carried out to find out deficiencies in learning activities and assess learning outcomes.

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