

The Influence of the STAD (Student Team Achievement Division) Model on Student Learning Outcomes in Social Studies Subjects for Grade IV

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ARTICLE INFO

Keywords:

Elementary School, Learning Outcomes, Social Studies, STAD (Student Team Achievement Division).

Article history:

Received: 2025-05-25

Revised: 2025-06-14

Accepted: 2025-07-31

ABSTRACT

Education in elementary school is the instillation of a set of knowledge acquired by students through their learning experiences at school. This study aims to determine the effect of the STAD (Student Team Achievement Division) learning model on the learning outcomes of fourth-grade students in SD Negeri 64 Lubuklinggau. The research method used in this study is a quantitative approach with a pure experimental research method. The population is all fourth-grade students of SD Negeri 64 Lubuklinggau and the sample is class IV.B as an experimental class taken from the population. The data collection technique used in this study is a test. The data analysis technique used in this study is a normality test, a homogeneity test and a t-test. Based on the data analysis, it is known that the average learning outcomes of students in the experimental class are 80.33 and the control class is 63.94. Meanwhile, after being analyzed using the formula for the equality of two means (t-test) it shows that the t-table value is > t count ($5.04 > 1.69$) so it can be concluded that H_0 is rejected and H_a is accepted. So the hypothesis can be concluded that there is an influence of the STAD (Student Team Achievement Division) learning model on student learning outcomes in the Social Studies subject of Class IV of SD Negeri 64 Lubuklinggau.

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1. INTRODUCTION

Education is a vital endeavor that humans must undertake to gain new knowledge and experience. Elementary school education is the instillation of a set of knowledge acquired by students through their

learning experiences at school. In other words, elementary school education provides the foundation for progressing to the next level of education (Valen and Asep, 2020).

Learning is a deliberate effort involving educators and students in achieving desired learning objectives. Learning is a crucial factor in supporting a nation's progress and economic development, and in realizing national goals. Learning plays a crucial role in shaping individuals with noble character, knowledge, independence, responsibility, creativity, activity, critical thinking, and intellectual capacity, developing skills and broadening scientific horizons. One such learning topic that addresses the environment is Social Studies (IPS) learning (Yurisma, 2022).

Social Studies learning also aims to equip students with the knowledge and potential to be able to solve various problems in social life. Furthermore, through social studies learning, students are able to carry out various social activities to maintain and fulfill their needs, both physically and spiritually. Social studies also discusses the relationship between humans and their environment, namely the community environment, where students grow and develop as part of society and are faced with problems that occur in their environment. The content of social studies refers to various social life and interactions between communities and the environment, so that it can provide students with an understanding of good social skills, a sense of caring, mutual cooperation, and an awareness of social values (Septianingrum, et al. 2023).

Based on the results of interviews conducted with class IV A and class IV B teachers at SD Negeri 64 Lubuklinggau on Thursday, November 7, 2024, it shows that the learning outcomes of Social Sciences are less than satisfactory, it is known that as many as 18 class IV B students, only 4 students, namely 22.22%, obtained the KKTP standard score while 12 students, namely 77.78%, did not obtain the KKTP standard score. And in class IV A, only 6 students, namely 33.33%, obtained the KKTP standard score while 12 students, namely 66.67%, did not obtain the KKTP standard score that has been set at SD Negeri 64. The KKTP Minimum Completion Criteria for Social Sciences (IPS) subjects is 70. This can be seen from the average value of students' daily tests. In addition, there are several problems that cause low learning outcomes for these students, including students paying less attention to explanations from educators, students rarely asking questions about the material being taught, and a less conducive classroom situation.

Based on the observations that have been made, there are problems that occur, namely in the social studies learning process still using conventional methods so that learning like this makes students quickly bored and sleepy, this results in students being unable to concentrate to understand the learning material well. Based on the results of observations conducted on Thursday, November 7, 2024, it shows that students feel bored when studying and will affect other friends to not concentrate too, so that students do not understand the material that the teacher has conveyed. If this process is carried out repeatedly, it will cause low learning outcomes. This only focuses on students without providing opportunities for students to explore understanding independently about the results of social studies learning.

One learning model that can be used is the Cooperative Student Achievement Division (STAD) learning model. This model prioritizes student activities in searching, processing, and reporting information from various sources and presenting it in front of the class (Winanti, 2022). The purpose of using the Cooperative Student Teams Achievement Division (STAD) learning model is to make the learning process more varied and not boring, so that student learning becomes more active, and makes students more enthusiastic in learning because they are directly involved in the learning process (Asmedy, 2021).

The use of appropriate learning models in teaching is a crucial factor in achieving the learning objectives teachers desire. Learning models are developed based on the varying characteristics of students, as students possess varying personality traits, habits, and learning styles (Junistira, 2022).

In the STAD learning model, students are grouped into diverse groups. Each group will consist of 4-5 students from various levels of intellectual performance, gender, race, and ethnicity. Each group is responsible for ensuring all members are involved in understanding all the material being studied.

After that, each student will complete an evaluation in the form of an individual quiz. Teachers can combine group points with individual points to form a total, and the group with the highest score will receive a prize or reward (Ningsih, 2022). The STAD (Student Teams Achievement Divisions) learning model is a cooperative learning strategy, namely a teaching and learning activity by grouping students into small groups. This is demonstrated by students working together and helping each other to achieve maximum learning outcomes from a lesson (Ardiyanti, 2021). The STAD learning model has the advantage of being able to improve learning outcomes, enhance social relationships, and enhance critical thinking skills in solving problems and integrating knowledge with experience (Arimadona, 2017).

This research is motivated by previous research (Amelia & Gultom, 2023) at SDN 104204 Sambirejo Timur which showed that "the Cooperative Learning model can improve student learning outcomes in fifth-grade social studies." In addition, research (Setyoati & Sitorus, 2022) also showed that "the STAD Cooperative learning model can improve student learning outcomes in fifth-grade social studies."

Based on the description above, the author is interested in conducting research with the title "The Effect of the STAD (Student Team Achievement Division) Model on Student Learning Outcomes in Social Studies Subjects for Grade IV" the researcher will see the influence of students on social studies learning outcomes through the application of the Cooperative Type (Student Team Achievement Division) model. The purpose of this study is to determine the effect of the STAD learning model on the learning outcomes of grade IV students at SD Negeri 64 Lubuklinggau. The benefits of this study are expected to contribute ideas about more effective, creative and enjoyable learning models and as prospective educators to be able to use appropriate learning models in teaching.

2. METHODS

This type of research uses a quantitative approach with a purely experimental research method. Experimental research is a research method used to determine the effect of a particular treatment on another under controlled conditions. By meeting the requirements, we mean the presence of another group (a control group) participating in the observation. The presence of a control group allows for a definitive understanding of the effect of not receiving the treatment.

In this study, there were two sample groups: the first, an experimental group that would be treated with the STAD cooperative learning model, and the second, a control group that would be given conventional learning. Prior to the experiment, a pre-test was conducted in both the experimental and control classes. After the treatment, a post-test was conducted in both the experimental and control classes.

The research design used in this study can be seen in table 1.

Table 1. Pre-test & post-test Control Group Design

Class	Pre-test	Treatment	Post-test
A	O1	X1	O2
B	O3	X2	O4

(Sugiyono, 2016)

Information

A: Control Class

B: Experimental Class

O1: Pre-test in the experimental class

O3: Pre-test on control class

X: Treatment with the STAD type cooperative learning model

O2: Post-test in the experimental class

O4: Post-test on control class

The research location that will be conducted by the researcher is at SDN 64 Lubuklinggau Selatan 1. The research was conducted in the even semester, in classes IV A and IV B of SDN 64 Lubuklinggau. The population in this study were 36 students of grade IV of SDN 64 Lubuklinggau in the 2024/2025

academic year. Sampling in this study was carried out by taking samples of two classes from the population consisting of an experimental class and a control class. The samples used in this study were class IV B consisting of 18 students as an experimental class using the STAD learning model and class IV A as a control class consisting of 18 students using the Conventional model. The data collection technique for this study used tests and documentation. The steps for data analysis were carried out through; determining the average value and standard deviation; data normality test; homogeneity test, and hypothesis test.

3. FINDINGS AND DISCUSSION

This research was located at SD Negeri 64 Lubuklinggau in the 2024/2025 academic year. SD Negeri 64 Lubuklinggau is one of the public elementary schools located at Jalan Raya Air Temam Rt. 03 Kelurahan Air Temam Kecamatan Lubuklinggau Selatan 1 Kota Lubuklinggau Selatan 31626. This makes it easier for students and parents to access the school. In addition, SD Negeri 64 Lubuklinggau is also equipped with adequate facilities to support teaching and learning activities. In addition to its location as an elementary school, SD Negeri 64 Lubuklinggau is always in demand by prospective new students who want to study here because SD Negeri 64 Lubuklinggau is an elementary school in Lubuklinggau that has educational quality standards set by the government and can provide quality education and meet national standards. The building area of SD Negeri 64 Lubuklinggau is approximately 10,000 m² which is divided into 6 buildings, namely the first building is the teacher's room, the second building is the administration office, the third building is the study room for grades 1-2, the fourth building is the study room for grades 5-6, the fifth building is the study room for grade 2, the sixth building is the study room for grade 3 After passing through the building complex you will find 2 large school yards. The first yard is for holding ceremonies and futsal. The second yard is for volleyball and basketball.

The problem discussed in this study is the influence of the STAD learning model on the social studies learning outcomes of fourth-grade students of SD Negeri 64 Lubuklinggau with the aim of knowing the influence of the STAD learning model on the social studies learning outcomes of fourth-grade students of SD Negeri 64 Lubuklinggau. This study began with conducting an instrument trial in class VB of SD Negeri 64 Lubuklinggau with a total of 16 students on social studies material which aims to determine the quality of the question instrument, because a research instrument is said to have good quality if it has test requirements including conducting validity tests, reliability tests, discriminatory power, and difficulty levels.

The instrument trial showed that out of 20 multiple-choice test questions, 7 were declared invalid or could not be used as a test instrument, while the other 13 test questions were declared valid or could be used as a test instrument because the r_{pbis} value was greater than r_{table} with a reliability level in the very high category. Meanwhile, the results of the discrimination test showed that 7 questions had sufficient discrimination power, 6 questions had good discrimination power, 13 questions had poor discrimination power, two questions had very good discrimination power, and 2 questions had very poor discrimination power. Likewise, the results of the difficulty level trial showed that there were 3 questions with a very easy level of difficulty, 9 questions with a moderate level of difficulty, 2 questions with a moderate level of difficulty, 1 question with a difficult level of difficulty, and 4 questions with a too difficult level of difficulty. After the instrument trial activity was carried out, the author conducted sampling by taking samples from the population itself. In this study, the two classes were given different treatments, the experimental class, namely class IV.B, was given treatment using the STAD learning model, while the control class, namely class IV.A, was given treatment using conventional learning. The test given to students was in the form of 13 multiple choice questions which aimed to describe the effect of the STAD learning model on the social studies learning outcomes of fourth grade students of SD Negeri 64 Lubuklinggau.

The research on the sample class was conducted by conducting a pre-test in the experimental class to determine students' initial abilities before being given treatment with the STAD learning model and

a pre-test in the control class. Next, the treatment was continued by applying the STAD learning model in the experimental class for three meetings, while the treatment was given by applying conventional learning in the control class for three meetings. Then, a post-test was conducted in the experimental class to determine final abilities after being given treatment with the STAD learning model and a post-test in the control class.

In the initial test (pre-test) of students before being given learning with the STAD learning model, it was known that the lowest score obtained by students in the experimental class was 31 and the highest score obtained by students was 85, while the initial ability of students in the control class was the result of the initial test (pre-test) of students before being given conventional learning with the lowest score obtained by students was 46 and the highest score obtained by students was 85. It was known that from students in the experimental class who got a score > 70 with the criteria of completion were 3 people (16.67%) and students who got a score < 70 with the criteria of not completion were 15 people (83.33%) and in the control class who got a score > 70 with the criteria of completion was 1 person (5.56%) and students who got a score < 70 with the criteria of not completion were 17 people (94.44%). The results of the initial test obtained an average pre-test score in the experimental class of 58.00 and a standard deviation of 11.50 and an average pre-test score in the control class of 63.00 and a standard deviation of 10.16. So it can be concluded that the initial abilities of students in the control class are higher than those in the experimental class.

The results of the initial test (pre-test) in the experimental class and the control class in the social studies material of grade IV students of SD Negeri 64 Lubuklinggau can be said to be still low. The low learning outcomes of students in the initial test (Pre-test) in the experimental and control classes, are due to the lack of students' understanding of the social studies material and the students' ability to work on questions so that students who do not understand the material appear to have difficulty in working on the given question instruments. This is in accordance with the opinion of Sepriyaningsih, et al. 2019: 30 which states that "Low learning outcomes are due to students being less active in learning. To overcome this problem, learning models are needed that can activate students to learn lessons and improve learning outcomes". Therefore, to develop students' thinking skills, teachers must involve students in learning activities. One way to develop students' thinking skills is by applying appropriate models in learning activities.

The implementation of the STAD learning model in this study was carried out by starting with the teacher conveying the objectives to be achieved and motivating students to learn. The second stage is group division, students are divided into several groups in various ways. Each group consists of 4-5 students. The third stage is the teacher delivering the lesson material to be taught. The fourth stage is learning activities in teams (teamwork). The teacher prepares worksheets as guidelines for group work. While the team is working, the teacher makes observations. The fifth stage is the teacher provides an evaluation of learning outcomes by giving a quiz on the material being studied. During the quiz, students are prohibited from collaborating with other students. The sixth stage is group achievement awards based on the evaluation of learning outcomes by giving a quiz. This is in line with Rusman's opinion that there are 6 steps in the learning process (Rusman, 2011).

The advantages of the STAD learning model found in the implementation of learning, namely almost all students are interested in participating in learning with the STAD learning model, the author saw from the readiness of students to participate in learning, the enthusiasm of each student in responding to each question, so that in this meeting the STAD learning model was quite good to use. The advantages that are seen from the application of the STAD learning model. The advantages of STAD are training students in developing aspects of social skills in addition to cognitive skills and the role of teachers also becomes more active and more focused as facilitators, mediators, motivators and evaluators. The weaknesses of STAD are: learning using this model requires a relatively long time, by paying attention to the three time-consuming steps of STAD such as presentation of material from the teacher, group work and individual tests/quizzes, because the average number of students in a class is 4-5 people, then the teacher is less than optimal in observing group learning alternately, teachers are

required to work quickly in completing tasks related to the learning that has been done, including correcting student work, determining changes in study groups, requiring a lot of time and costs to prepare and then implement the cooperative learning, requiring more time for students so that it is difficult to achieve curriculum targets, requiring special teacher abilities so that not all teachers can carry out cooperative learning, demanding certain characteristics from students, for example the nature of liking to work together (Esminto et al, 2016)

In implementing learning using the STAD learning model, several obstacles were found that students faced, this can be seen in the first meeting. Based on the student worksheet of the first meeting on May 8, 2025, it was seen that there were still students who had difficulty answering questions related to social studies material and there were also several students who were less enthusiastic in responding to questions about the social studies material being studied. These obstacles require researchers to find solutions to overcome them by providing detailed explanations so that students can carry out each learning step well and providing an approach to students to increase motivation in answering questions about the material on ethnic/tribal and religious diversity being studied. This continued at the second meeting to try again the use of the STAD learning model.

Based on the student worksheet of the third meeting on May 10, 2025, the obstacles that occurred during the learning process at the first meeting slowly began to decrease. The second meeting, namely on May 10, 2025, students had begun to be enthusiastic about the explanation of the social studies material being studied. Students were able to respond to researchers when researchers asked questions by providing good answers. By using the STAD learning model, students had also begun to actively ask questions about material that was not yet fully understood, students began to express opinions during the learning process to create interaction between researchers and other students. This continued at the second meeting to try again using the STAD learning model.

The implementation of using conventional learning found several obstacles faced by students. Based on the worksheet of the control class students at the First Meeting, the researcher saw that the class atmosphere was sometimes less conducive and even tended to be noisy and there were still many students who were still playing when the researcher delivered the material being studied, most of the students made mistakes in answering the questions intended in the problem, because the students were too hasty in answering the questions without first really ensuring the meaning of the question. In addition, students also seemed to have difficulty linking their understanding of the social studies material to the meaning of the problem asked in the problem. This resulted in students' understanding of the social studies material being studied being less than optimal, so that it would affect student learning outcomes to be less than optimal. This continued at the second meeting to try again the use of the Conventional learning method as seen in Figure 4.5 of the worksheet of the control class students at the second meeting.

Based on the worksheet of the control class students at the second meeting on May 10, 2025, the difficulties experienced by students in the control class decreased slightly. Students were able to do the assignments well and ask questions when they had difficulty understanding the questions given by the researcher. Some students were very enthusiastic when the researcher explained the material being studied and responded very well to the researcher. However, there were several students who were still busy chatting when the researcher explained the material using the Conventional method and chatting with their friends. This continued in the third meeting to try again using the conventional learning method.

In the worksheet of the control class students in the Third Meeting on May 21, 2025, students had begun to enthusiastically listen to the researcher's explanation and understood the material explained by the researcher. Students were also able to work together in their groups although there were some students who wanted to work individually. Students in the control class did not find it difficult to answer the questions given by the researcher and were able to answer the questions very well. The classroom atmosphere in the Control class had begun to be conducive and active when the learning process began.

The final test results (post-test) of students in the experimental class after being given learning with the STAD learning model with the lowest score obtained by students was 61 and the highest score obtained by students was 100, while the final ability of students in the control class was the final test results (post-test) of students after being given conventional learning with the lowest score obtained by students was 46 and the highest score obtained by students was 85. This is known from the students in the experimental class who got a score > 70 with the shoot criteria were 14 people (77.78%) and students who got a score < 70 with the incomplete criteria were 4 people (22.22%) and in the control class who got a score > 70 with the complete criteria were 4 people (22.22%) and students who got a score < 70 with the incomplete criteria were 14 people (77.78%). The final test results obtained an average post-test score in the experimental class of 80.33 and a standard deviation of 10.16 and an average post-test score in the control class of 63.94 and a standard deviation of 10.29. It can be concluded that the final ability of students in the experimental class is higher than that of the control class.

The results of the analysis of the data normality test using the chi square formula, it is known that the calculated value of the pre-test data for the experimental class is 4.7258, while the post-test data is 4.8763 with χ^2 table is 11.070. This shows that the calculated value is less than χ^2 table, so the pre-test and post-test data in the experimental class are declared normally distributed. While the data normality test in the control class, the calculated value of the pre-test data for the control class is 7.6741, and the χ^2 table value, post-test data is 8.9934, with χ^2 table, is 11.070. This shows that the calculated value is less than χ^2 table, so the pre-test and post-test data in the control class are declared normally distributed. Based on the results of the data normality test in the experimental and control classes, it can be concluded that all data in this study are normally distributed. $\chi^2 \chi^2 \chi^2 \chi^2$

The results of the homogeneity test analysis using the variance test formula (F) show that the pre-test variance in the experimental and control classes has a calculated F value = 1.28 less than $F_{table} = 1.69$. This shows that the pre-test variance in the experimental and control classes is declared homogeneous. While the post-test variance in the experimental and control classes has a calculated F value = 1.08 less than $F_{table} = 1.69$. This shows that the post-test variance in the experimental and control classes is declared homogeneous. Based on the post-test results of the experimental and control class variance, it shows that the calculated F value is less than F_{table} , so the variance is declared homogeneous.

The results of the equality test of the two pre-test averages with a known tcount = -1.48 and table = 1.69 indicate that tcount $<$ ttable, H_a is accepted and the equality test of the two post-test averages with a known tcount = 5.04 and ttable = 1.69 indicates that tcount $>$ ttable with a confidence level of $\alpha = 0.05$, meaning that there is an influence of the STAD learning model on the social studies learning outcomes of grade IV students of SD Negeri 64 Lubuklinggau. The use of the STAD learning model can improve the social studies learning outcomes of students at SD Negeri 64 Lubuklinggau more than the use of conventional learning.

In terms of description, the initial abilities of students before being given learning with the STAD learning model in the experimental class and conventional learning in the control class have not achieved maximum results. This is because most students make mistakes in answering the questions intended in the problem, because students are too hasty in answering questions without first really ensuring the meaning of the question. In addition, students also seem to have difficulty connecting their understanding of the material on Ethnic, Ethnic Groups and Religions to the meaning of the problem asked in the problem so that students are unable to interpret the actual answer.

The learning outcomes of students in the experimental class using the STAD learning model were greater than those in the control class using conventional learning. This is because this learning model emphasizes cognitive development so that the learning process is considered much more meaningful, this learning model can encourage students to be active in making predictions about a topic or question given by the teacher, and the learning process is more enjoyable and liked by students.

Based on the results of the research that have been analyzed, it is known that the average initial test (pre-test) of the learning outcomes of students in the experimental class is 55.89 and the average

final test (post-test) of the learning outcomes of students in the experimental class is 81.17 which shows an effective increase of 25.28. While the average initial test (pre-test) of the learning outcomes of students in the control class is 63.83 and the average final test (post-test) of the learning outcomes of students in the control class is 67.00 which shows an effective increase of only 3.17. The results of the normality test analysis χ^2 (chi square) at a significance level = 0.05 and dk = 5, in the experimental class and the control class show a calculated value $\chi^2_{hitung} < \chi^2_{tabel}$ so it can be concluded that the initial test data and the final test of both classes are normally distributed. The results of the homogeneity test analysis (F test) at a significance level = 0.05 show a value $F_{hitung} < F_{tabel}$ so it can be concluded that the data of both classes are homogeneous. Furthermore, the results of the analysis using the two average equality test (t-test) showed a value of $t_{hitung} > t_{tabel}$ (4.06 > 1.69), so it can be concluded that it was rejected and accepted. H_0 is rejected and H_a is accepted.

This result is relevant to the research of Ningrum and Sundari (2025), in the journal "The Effect of the STAD Type Cooperative Learning Model on the Social Studies Learning Outcomes of Fourth Grade Elementary School Students", that the application of the STAD type cooperative learning model can improve student learning outcomes with classical learning outcomes completeness in pretest learning which is classified as sufficient and in posttest which is classified as good, with this, learning using the STAD model is able to improve learning outcomes significantly.

Based on relevant research, the STAD learning model has been shown to improve student learning outcomes. Teachers can use the STAD learning model as an alternative for teaching social studies or other materials that align with their characteristics. Furthermore, efforts to overcome obstacles include more thorough preparation and greater attention to student observations, ensuring proper control.

4. CONCLUSION

Based on the results of the study, it can be concluded that "There is an influence between the application of the STAD learning model on the learning outcomes of fourth-grade students in SD Negeri 64 Lubuklinggau". This shows that the STAD model is able to increase student involvement in the learning process, cooperation between students, and understanding of social studies material more optimally compared to conventional learning models. The author believes that the STAD learning model is very appropriate to be applied at the elementary school level. Thus, the STAD model is not only effective in improving learning outcomes, but also in line with educational and character goals in elementary schools. Based on the results of the research that has been done, it can be suggested that subsequent researchers are expected to conduct further research with a wider scope, both at different grade levels and other subjects, in order to obtain a deeper understanding of the application of the STAD model.

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