

# **The Effectiveness Of The STAD Type Cooperative Learning Model Assisted By Powerpoint Media On The Economic Learning Outcomes Of Class XI Students**

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## **Abstract**

This research aims to: 1) Knowing the average learning outcomes of class XI students after being taught using the STAD Type Cooperative learning model assisted by powerpoint media is the same as the KKM of 75% 2) Knowing the classical completeness in the economics learning outcomes of class XI student with the STAD Type Cooperative learning model assisted by powerpoint media is the same as the KKM of 75% 3) Knowing the significant difference between the results of learning economics class The The research approach used is a quantitative approach with a Quasi Experimental Non Equivalent Control Group Design methodology. The population in this study was students in class XI IPS, totaling 168 students with a sample size of 60 students. The sampling technique of taking samples using Random Sampling technique uses the cluster Sampling Technique. Data collection techniques using test before participating in learning. Data analysis techniques use descriptive statistics and inferential statistics. The results of the study can be concluded that (1) There is an average learning achievement in class XI Experimental economics is 86.30. (2) There is classical completeness of the observed prop KKM value exceeding 75% by 0.87, namely 87% and not KKM less than 75% by 0.13, namely 13%. (3) There are significant differences in the results of learning economics in the control class and the experimental class. The control class obtained data of 60 while the experimental class obtained data of 86.30.

**Keywords:** STAD Type Cooperative; and Economics Learning Outcomes

## **Introduction**

Education according to Law No. 20 of 2003 concerning National Education Education in article 1 is a conscious and planned effort to create a learning atmosphere and learning process where students actively develop their potential to choose religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by himself, society, nation and state. Education is one way of forming human abilities in dealing with problems that arise in an effort to create a good future.

According to Hamalik in Murwantono and Sukidjo (2015: 31) states that one of the tasks that teachers must carry out in schools is to provide services to students that are in line

with the school's goals. Through the field of education, teachers influence various aspects of life, both social, cultural and economic.

Information was obtained that the economics teacher in class learning then after that the teacher gives assignments without any further guidance. This causes students to be less enthusiastic about learning in class. If this learning process continues continuously, student learning outcomes will influence student achievement and learning outcomes. So the results of studying economics at SMA Negeri 1 Jawilan are still low because only 20% of students are able to reach the KKM of 75%.

If you consider the problem above, the solution is when learning to use a learning model that can improve student learning achievement. Then changing the previous learning method that had been running during the learning using the lecture method was changed to using a more interesting learning model, by implementing the STAD Type Cooperative learning model with the help of PowerPoint media. STAD Type Cooperative Learning is a learning model where students study in small groups consisting of 4-5 students with different levels of student ability, to master the material in completing group assignments, each member works together collaboratively and helps understand the material, as well as helping friends. to master the learning material. The advantages of the STAD type cooperative learning model are that each student has the opportunity to make a substantial contribution to the group and the position of the group members. Promote active and positive interaction so that group members collaborate better. Helping students to gain more and more diverse friendships across race, ethnicity, religion, gender, academic abilities. Using the STAD type cooperative learning model will provide students with the opportunity to discuss in class groups so that a more active, effective and enjoyable learning atmosphere will be created.

The application of the STAD Type Cooperative learning model is also based on relevant researchers, such as research results from Susilo (2016) which states that the STAD Type Cooperative learning model has a significant effect on student activities and learning outcomes. Research results from Yamah (2021) state that the STAD type cooperative learning model has a significant effect on student activities and learning outcomes. The results of research from Hidayati (2022) state that there are differences in the economics learning outcomes of students who have motivation, high achievement and students who have low achievement motivation.

Based on the background that has been stated, the researcher conducted a research study with the aim of finding out the effectiveness of the STAD Type Cooperative learning

model with the title The Effectiveness of the STAD Type Cooperative Learning Model Assisted by Powerpoint Media on the Economic Learning Outcomes of Class XI Students.

## Methods

The research approach used is quantitative research with a quasi-experimental methodology, non-equivalent control group design type. According to Sugiyono (2016: 116), the Quasi-Experimental method has a control group, but it does not function fully to control external variables that influence the implementation of the experiment. The two groups were given a pretest, then given treatment and finally given a posttest. Below is a picture of the research methodology used.

Class	Pretest	Treatment	Posttest
Experiment	O1	X	O2
Control	O3		O4

Figure 1. Research Methodology

Then the population in this study is class XI which is presented in the following table:

**Table 1. Population Distribution**

No	Class	The number of students
1	XI IPS 1	36
2	XI IPS 2	30
3	XI IPS 3	30
4	XI IPS 4	36
5	XI IPS 5	36
	Amount	168

The sample in this study was determined using cluster sampling technique. This technique is used because it is suitable for quantitative research. The samples obtained were class XI students who are presented in table 2 below:

**Table 2. Sample Distribution**

No	Class	The number of students
1	XI IPS 2 (Experiment)	30
2	XI IPS 3 (Control)	30

Furthermore, data collection techniques and instruments use tests in the form of pretest and posttest questions.

## Results And Discussion

### Average Achievement of Experimental Economics Learning Outcomes for Class XI Students After Being Taught Using the STAD Type Cooperative Learning Model Assisted by Powerpoint Media

The average achievement of student learning outcomes can be determined through the normality test as a prerequisite, obtaining a sig value of  $0.200 > 0.05$ , so the data is normally distributed. Next, you can proceed to the One Sample T Test hypothesis test with the following results:

#### One-Sample Test

Test Value = 75					
Q	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
5,001	29	,000	11,200	6.62	15.78

Based on the research results obtained in class  $> 0.05$  then  $H_0$  is accepted and  $H_1$  is rejected. If the sig value  $< 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted.

Based on the results of the one sample t test output above the sig value of  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted. This is because during the previous learning process the focus was only on the teacher, the learning activities were not varied because they only used the lecture method, so that students did not participate enough in the learning process, and this greatly influenced the low learning outcomes of class XI economics students at State High Schools. 1 Jawilan.

Based on the results of research experienced by researchers during the research process and also experienced by previous researchers, the application of the STAD Type Cooperative learning model can improve economic learning outcomes, students' high-level thinking abilities, can create active, innovative, creative and fun learning. for student. This will make learning activities in class not boring for students.

Then it was strengthened by research by Utami (2018) with the title Effectiveness of Implementing the STAD Learning Method with Audio-visual Media in Improving Economic Learning Outcomes for Class from a maximum value of 100.

### Classical completion in class

The achievement of classical completeness in students' economics learning outcomes can be determined through hypothesis testing using One Sample Binomial with the following results:

**Binomial Test**

	Categories	N	Observed Prop.	Test Prop.	Exact Sig. (1-tailed)
complete ness	Group 1 KKM	26	.87	.75	.098
	Group 2 NOT KKM	4	.13		
	Total	30	1.00		

Based on the research results, it can be seen that classical completeness in the learning outcomes of Class XI Experimental students in economics subjects exceeds 75%, namely 0.87, namely 87%. The sig (1-tailed) value is 0.098, so H0 is accepted, namely the completeness of learning outcomes for class (87%) and no KKM of 0.13 (13%). Where the number of students who passed the KKM before using the STAD Type Cooperative learning model, none of whom passed the KKM was 75%, after using the STAD Type Cooperative learning model in the experimental class the number of students who passed the KKM increased because in the learning process the learning material and objectives became focused and the material was delivered well. Good. All students are very enthusiastic about listening and paying attention to every step used in the learning process using the STAD Type Cooperative learning model because it is very interesting to get and receive information related to the material being discussed so that it does not make students bored and bored during the learning process. taking place.

This is reinforced by Rahmah (2019) explaining that using the STAD type learning model can have an influence on student activities and learning outcomes, so that students become more active and students can help each other in mastering the subject material,

students are more open in asking questions so that results can be achieved. learning increases.

Previous research by Abdillah (2017) shows that a learning model using a student-centered approach improves students' process skills and conceptual understanding. Anggara (2016) and Erdemir (2011) stated that the application of the cooperative learning model using PowerPoint media has increased learning activities and achievements.

**Significant differences between student learning outcomes in the economics subject class XI Experiment and the Control class after using the STAD Type Cooperative learning model assisted by powerpoint media**

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil_belajar	Equal variances assumed	2.991	.089	-8.951	58	.000	-25.033	2.797	-30.632	-19.435
	Equal variances not assumed			-8.951	53.721	.000	-25.033	2.797	-30.641	-19.426

Based on the research results obtained, there were significant differences between the control class and the experimental class in the economic learning outcomes of class XI before and after being taught using the STAD type cooperative learning model assisted by PowerPoint media. This can be seen from the average student learning outcomes obtained after carrying out the posttest, the control class obtained data of 60 while the experimental class obtained data of 86.30. Then the control class got a maximum score or the highest score of 80.95, which was quite high, while the experimental class got a maximum score or the highest score of 100. The statistical group output obtained an increase in learning outcomes for the control class of 60 while the experimental class was 86.30. The output of the independent sample test, as a guideline for accepting the hypothesis, is if the sig value is in the output of the independent sample t test > 0.05 then H0 is accepted and H1 is rejected. If < 0.05 then H0 is rejected and H1 is accepted. The output results of the independent sample t test show a sig of 0.000, so H0 is rejected and H1 is accepted, therefore it can be concluded that there is a significant difference between the control class and the experimental class.

The difference in student activities in the control class and the experimental class is that when learning in the control class only uses conventional methods or lectures without assignments and students are not active in learning, while during the experimental class

when learning uses the STAD type cooperative learning model with the help of student powerpoint media also active in discussions.

This is confirmed by previous research conducted by Sulistiawati (2014) with title Improving Economic Learning Outcomes Adjusted Journal Material Using the STAD Type Cooperative Learning Model for Class XI IPS 4 Students at SMAN 1 Barabai, especially in economics subjects, namely conventional teacher-centred ones. The learning outcomes of class XI IPS 4 students are still low. Researchers tried the STAD type cooperative learning model to improve student learning outcomes. The aim of this research is to determine the effectiveness of the STAD learning method in improving economic learning outcomes in class XI 4 at SMAN 1 Barabai. The method used is quantitative descriptive research because the data is in the form of numbers. The research results show that there is an increase in student effectiveness and learning outcomes in each cycle and students are generally happy, interested and more motivated with the STAD type learning model.

### **Conclusion**

Based on the research results and discussion, it can be concluded that the average economic learning outcomes of students after being taught using the Stad type cooperative learning model assisted by PowerPoint media has increased. Then the classical completeness of students' economic learning outcomes exceeds the KKM. Furthermore, there were significant differences between the experimental class and the control class.

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