

Built of Student Character Values using the STAD Learning Model

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Abstract:

The development of character values by applying the STAD (Student Teams Achievement Division) type learning model aims to find out how the activities of educators, student learning activities, and student character values. This research uses a combination of quantitative and qualitative research types. The research subjects consisted of 27 students taking the course of School-Based Management. Data collection techniques using observation, tests, and interviews. Qualitative methods are used to describe the activities of educators, students, and learning outcomes, while quantitative analysis methods are used to analyze student character values. Based on the results of the study showed that the overall average percentage of educators' activities in implementing the STAD cooperative learning model reached 80.73% with a good category. While student learning activities are measured from 4 activities, namely visual activities, oral activities, writing activities, and listening activities, students do each of these activities well. Also, the character activity seen is the character value of cooperation and accuracy. The value of the character of student cooperation observed during group discussion activities was that some students were less active in group discussions and when solving problems tended to work individually so that student activity did not increase at every meeting. While the careful character assessment which is analyzed is based on the results of the tests carried out at the end of each meeting of the three groups, there is one student who gets the inaccurate category, six students get the fairly thorough category and four students get the conscientious category. Therefore, the use of the right learning model can explore the character values possessed by students.

Key Word: Character Values ; STAD Model ; Development.

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I. INTRODUCTION

Education plays an important role in shaping a person's good or bad behavior¹. One of the processes and goals of education is the process of changing someone's behavior to be good. This means that education is expected to provide ideal values and can regulate student behavior². UNESCO as a world education body has touched on the need for character education through the four educational pillars that have been proposed. The four pillars are learning to know, learning to do, learning to be, and learning to live together. The last two pillars of learning to be and learning to live together are essentially the implementation of character education³. Indirectly, UNESCO has a strong desire to emphasize character education as an important and inseparable part of the education system.

In addition, based on research results at Harvard University in the United States cited by⁴ explained that the success of a person's life is not determined solely by the knowledge and technical abilities (hard skills) obtained through education, but by the ability to manage oneself which includes character and other people (soft skills). This research reveals that a person's success is only determined around 20% by hard skills and the remaining 80% by soft skills. Even the most successful people in the world can succeed because they are supported more by soft skills than hard skills. This shows the fact that character education of students is very important to be developed⁵. Therefore, to foster the missing national character values, as educators, they must be able to re-instill the values of national character in the school environment, of course, during learning activities. Based on the results of observations that have been carried out in previous lectures, it was found that during the learning process students were still not maximal in carrying out learning activities. This can be seen when students carry out group discussions and students' thoroughness when solving questions. In group discussions, students are still individual when working on the questions that have been given, students who have understood the material have not been able to teach their group of friends, students are still passive towards material that is still not understood. In addition, the students' accuracy in working on the questions was still lacking. This can be seen from the results of the work that has been done by students. Students are still very minimal in all

information about learning or teaching materials. So that the learning objectives are difficult to achieve. The purpose of learning itself apart from seeing student understanding is to develop character values as well.

Character values are considered important to be developed because these character values will have a good impact on someone. To develop this character value, of course in education or in learning, the character value itself must be applied or explored. Research conducted by ⁶states that character education has a positive impact on increasing student character values which include religiosity, personality, social attitudes, and competitive attitudes. In order to explore these character values, of course, it also cannot be separated from the participation of educators and students. In addition, proper classroom management.⁷emphasizes that the strategies that educators can apply in fostering character values are integrating values in each subject, intracurricular learning (learning experiences), self-development or extracurricular learning, excellent behavior habituation both inside and outside the classroom, and cooperation of all parties including classroom teachers, student families and the community. Learning experiences or proper classroom management are very helpful for educators in fostering the character values of students. One example of classroom management is the application of learning models or methods.

Learning can develop character values through a cooperative learning model. The cooperative learning model provides an opportunity for students to work in small groups to solve or solve a problem together ⁸. There are several types in the cooperative learning model, one of which is the Student Teams-Achievement Divisions (STAD) type. Learning activities in the STAD model, students are divided into groups of four people with various abilities, gender, and ethnicity⁹. Educators give a lesson and students in the group ensure that all members of the group can master the lesson, and at the end of the lesson students are given quizzes individually and are not allowed to help each other¹⁰.

³said that cooperative learning which is commonly referred to as group learning is effective learning for various characteristics and social backgrounds of students, because it is able to improve student academic achievement, both for students who are gifted, students with average abilities and even students who are classified as slow learners. In addition, there are various advantages that will be obtained in the cooperative learning process, namely: 1) teaching the values of cooperation; 2) build community in the classroom; 3) teaches basic life skills; 4) improve academic achievement, self-confidence, and attitude towards school; 5) offer alternatives in recording; and 6) has the potential to control for the negative effects of competition ¹¹.

Thus, character education in learning is a fact that must and becomes an integral part of every education developer, whether educators, educators or educational policy makers. As mathematics educators or educators, they are required to be able to package mathematics learning that is fun and implement the basic values of character education in learning activities, it is intended that students have characteristics that reflect the character of the nation. The formulation of the problem in this study is how the activities of educators, student learning activities, and student character values in their application using the STAD learning model. With this research, it is hoped that it can help readers or other researchers in exploring the character values of students.

II. MATERIAL AND METHODS

The research approach used is a combination of qualitative methods and quantitative methods. The research subjects consisted of 27 students taking the course of School Based Management at Malang Muhammadiyah University. Subjects were given treatment in the form of the application of the STAD cooperative learning model to see the value of the character of cooperation and accuracy.

Data collection methods used were observation, tests and interviews. Observation is used to see how the activities of educators and student activities in learning and to see the value of student character in terms of cooperation, tests are used to see the value of student character in terms of accuracy in working on questions. Meanwhile, interviews are used to strengthen the results of observations and tests. Interviews were conducted in an unstructured manner or were conducted when data collection was still needed information. The instrument used for data collection was to use observation sheets for student activities and teacher activities, test sheets, and interview notes.

Data analysis was performed using two methods, namely qualitative methods and quantitative methods. Qualitative data analysis was used to analyze the activities of students and the activities of educators in learning activities using the STAD learning model which was carried out using three stages, namely data reduction, data presentation and conclusion drawing. Meanwhile, quantitative analysis is used to analyze student character values by applying the STAD learning model.

III. RESULT AND DISCUSSION

A. Lecturer Activities in Character Value Development by applying the STAD Learning Model

Lecturer activities in implementing the STAD type cooperative learning model at the beginning of the meeting, educators make introductions to students first before starting learning with the aim of establishing cooperation

between educators and students later when the learning takes place. After introducing, the educator conveyed several rules in group performance, namely: 1) must help each other in the group who asks for help; 2) are not allowed to ask for help from educators unless the group has the same question.

This preliminary activity, educators give apperception to students through questions that lead to the material to be studied such as asking the form of rank. This aims to determine the ability of students about the previous material about the exponential power. After conducting the apperception activities, the educators carry out the next activity, namely the core activities. The core activity of the educator is to inform students to sit in groups according to their respective groups of 7 groups with each group consisting of 3-4 students. Then the educator gives problems that involve the exponential rank to direct students to find the concept of the root form to be studied. After students can answer problems given by educators, educators distribute Group Worksheets in which there is a summary of the material, example questions and questions that are solved in groups.

When students solve questions in groups, the educator observes the performance of each group and becomes a facilitator if students experience difficulties. After the group discussion, the educator randomly appointed several students who were representatives of the group to present the results of the discussion. This is so that each group member can understand the problem given. In addition, this stage also aims to see the careful character of students in completing group assignments. When group representatives present their work, other groups pay attention and provide comments if there are differences in their work. After making a group presentation, the educator asks each group to collect the results of the discussion. Then the educator gives a test that is done individually for 15 minutes with the aim of knowing the extent to which students can understand the material in the learning. At the end of learning, the educator directs students to give conclusions on the learning outcomes that have been carried out.

This activity is always done by educators in every meeting. However, at the second meeting at the beginning of the learning activity, the educator asked students whether there were still difficulties with the previous material. At this stage there were some students who were still confused about solving test questions at the previous meeting. Then the educator offers the student who wants to help explain to solve the problem. This is intended so that students can understand more when it is explained by their peers. The following will describe the observation data that the educator has conducted for three meetings.

The activities carried out by the educator at each meeting will be measured based on the percentage of success and the level of success obtained from the observations made by the two observers. The results of observations of educators' activities in applying the STAD type of cooperative learning model can be seen as follows.

Table 1.1. Results of Observation of Educator Activities in Applying the Cooperative Model Type STAD

Meet	Activity (%)		Average (%)	Category
	Observer I	Observer II		
I	68,75	71,88	70,31	Good
II	79,69	84,38	82,03	Very Good
III	92,19	87,50	89,84	Very Good
Average (%)	80,21	81,25	80,73	Very Good

Based on table 1.1, it can be seen that the results of observations of teacher activities in applying the STAD type cooperative model at the first meeting obtained an average of 70.31% with a good category. The second meeting of the activities of educators in applying the STAD type cooperative model has increased from the previous meeting and obtained an average of 82.03% in the very good category. In this meeting, there were some students who found it difficult to be asked to sit in groups because they complained that they were tired of studying in groups continuously. However, in the end educators can organize groups well so that educators can carry out activities very well. Overall the average percentage of educators' activities in applying the STAD type of cooperative learning model reached 80.73% with a very good category, so it can be said that the activities of educators in applying the STAD type of cooperative learning model that develop character values in the root form material are carried out well .

B. Student Learning Activities in the Application of the Cooperative Model Type STAD

The following will present the results of student learning activities obtained from observations during the learning process. So, the results of observations in this group were obtained from individual student activities.

Table 1.2. Observation Results of Student Learning Activities in Applying the Cooperative Model Type STAD

Meet	Group	Visual Activity (%)	Oral Activity (%)	Writing Activity (%)	Listening Activity (%)
I	A	77,09	79,17	79,17	70,84
	B	91,67	87,50	81,25	79,17
	C	88,89	76,39	81,25	83,34
Average Meet 1 (%)		85,88	81,02	80,56	77,78
II	A	83,33	81,25	91,67	83,33
	B	91,67	83,34	95,84	79,17
	C	100,00	81,95	91,67	97,22
Average Meet 2 (%)		91,67	82,18	93,06	86,57
III	A	72,92	76,04	75,00	83,34
	B	97,92	85,42	79,17	85,42
	C	97,22	88,89	79,17	94,45
Average Meet 3 (%)		89,35	83,45	77,78	87,73
Overall average (%)		88,97	82,22	83,80	84,03

Based on table 1.2, the results of the analysis of student learning activities observed during three meetings were measured based on 4 activities. These activities are visual activities, oral activities, writing activities and listening activities.

The visual activities of the first meeting, based on the results of the observations of the two observers, group A got the lowest average, which was 77.09% in the good enough category, while group B got the highest average, namely 91.67% with very good category. This is because some members of group A are quite good at understanding the questions given by reading and quite good at paying attention to the work of other groups. Based on the average results of observations of the first meeting of the three groups, it was obtained an average of 85.88% with a good category. So, in this first meeting, students carried out visual activities well. Overall, the visual activities carried out by students from three groups, namely groups A, B and C, were based on the two observations during three meetings, this activity was in the good category with a percentage of 88.97%. However, overall the visual activities carried out by students from three groups, namely groups A, B and C, were based on the two observations during the three meetings, these activities were in the good category with a percentage of 88.97%.

Oral activities based on the observations of the two observers at the first meeting of group C obtained the lowest average compared to groups A and B, namely 76.39% with a fairly good category. This is because some members of group C are quite good at carrying out learning activities based on the indicators in this activity. These indicators include students being quite good at carrying out group discussions, asking and responding to questions, and issuing opinions or suggestions. However, overall the oral activities carried out by students from three groups, namely groups A, B and C, were based on the two observers observing that for three meetings, these activities were in the good category with a percentage of 82.22%.

Student activities in writing activities are divided into 2 indicators. Based on these indicators, the results of the observations made by the two observers at the first meeting, group A obtained the lowest average compared to groups B and C, namely 79.17% with a fairly good category. This is because some members of group A are quite good at working on the questions given by writing. The average of the three groups at the first meeting based on the observations of the two observers of writing activity gained 80.56% in the good category. So, in this first meeting, students did writing activities well. Overall writing activities carried out by students from three groups, namely groups A, B and C, were based on the two observations during three meetings, writing activities were in the good category with a percentage of 83.80%.

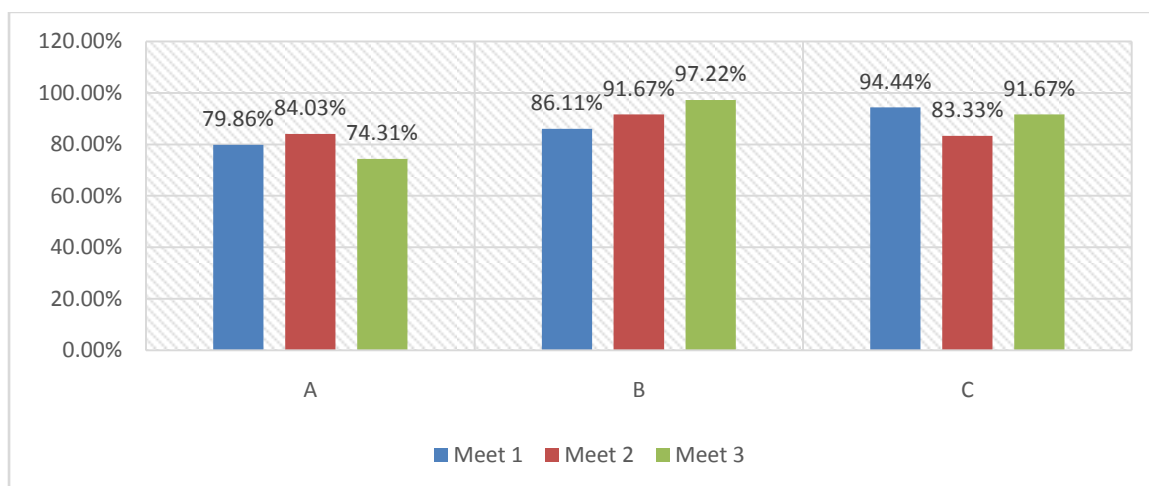
Listening activities in the first meeting, based on the results of observations by observer 1 and observer 2, group A received the lowest average compared to groups B and C, which was 70.84% in the fairly good category. This is because some members of group A are quite good at listening to them when listening to the results of other group discussions. The average of the three groups in this first meeting obtained an average of 77.78% with a fairly good category. So, at the first meeting students were quite good at listening activities. Overall listening activities carried out by students from three groups, namely groups A, B and C, were based on the two observations during three meetings, these activities were in the good category with an average percentage of 84.03%.

Based on the exposure to the results of the data analysis above, it can be concluded that the activities measured from 4 student learning activities, namely visual activities, oral activities, writing activities and listening activities, students perform respectively. activity well. This research is in line with the research

conducted by ¹² namely, stating that learning with STAD provides a positive learning effect and shows good achievement and learning motivation for students when compared to learning carried out by the lecture method. Other research by ¹³ also explained that STAD can be used as an alternative learning method that can improve students' understanding and activities.

C. Student Cooperation Character Value in learning with the application of the STAD model

The assessment of the character of this collaboration is seen when students carry out group discussions. The groups observed during the learning process were groups A, B and C. The group activities were described as follows:



Gambar 1.1. Cooperation Character Percentage Diagram

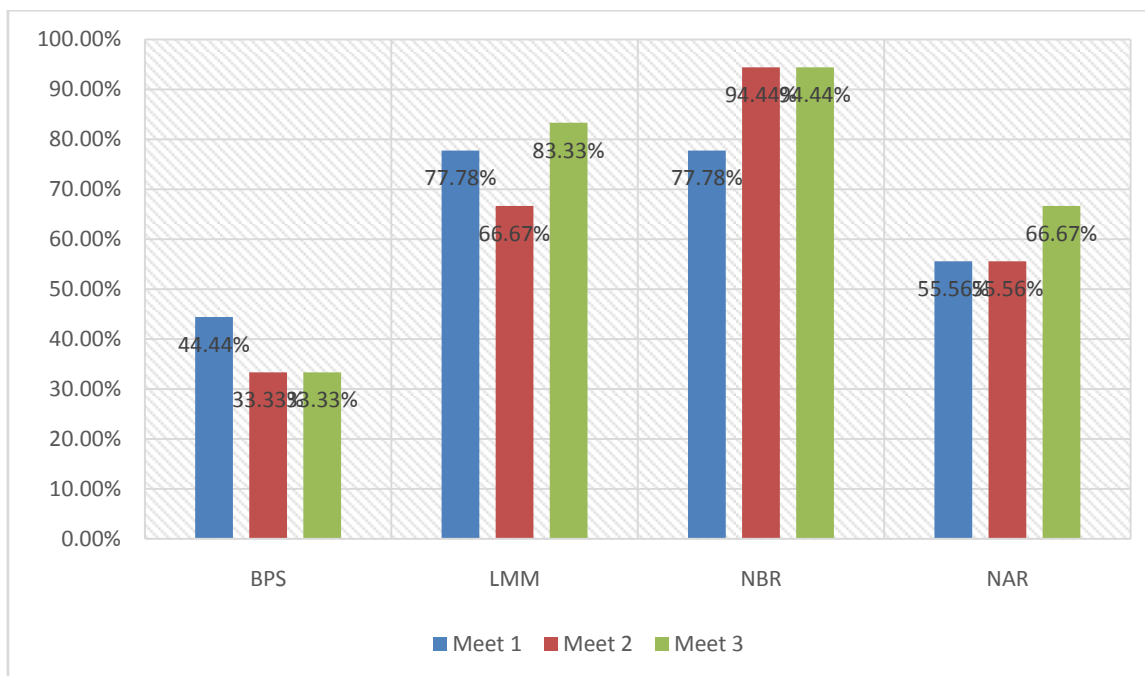
Based on the diagram figure 1.1. shows that the activity value of the character of cooperation in group A at the first meeting has an average of 79.86% with a fairly good category, while at the second meeting group A slightly increased with an average of 84.03% in the category quite good and in the third meeting it got an average of 74.31% with good enough category. This is because group A at the first and third meetings there were group members who already understood the material who did not care about group members who could not yet, so they still looked individual. However, at the second meeting, although it was still in the quite good category, there was an increase, although a little. This is because at this meeting every member of the group has played an active role in group discussions compared to the first and third meetings.

Group B at each meeting experienced an increase. The first meeting obtained an average of 86.11% with a good category. It can be said that group B is good at carrying out group collaboration activities, such as discussing the questions given well, paying attention to group members who are carrying out presentation activities. Group C got the highest average at the first meeting of 94.44% in the good category. This is because group C has tried to understand the material by asking the educators for material that is still not understood so that group discussion activities can run well. At the second meeting, based on the observations of the two observers, it was shown that group C got an average of 83.33% in the fairly good category. This is because when representatives of group C carry out presentation activities some members of the group do not pay attention to the presentation activities being carried out. Meanwhile, at the third meeting, it was obtained an average of 91.67% in the good category in carrying out group cooperation activities.

Based on the description above, it can be concluded that the character activity of student collaboration does not always increase in every meeting. This can be seen in the collaborative activities of group A and group C. Meanwhile, group B always increases in every meeting. Overall, the cooperative character activities of the three groups of students collaborated well.

D. Student Research Character Values in learning with the application of the STAD model

This meticulous character activity assessment is seen from the results of tests conducted by students at the end of each meeting. In this careful character analysis, only 4 students will be taken as material for analysis, this is because the accuracy character values are carried out individually. The four students are students who are in the category of Less Accurate, Quite Meticulous, Meticulous and Very Meticulous. The results of the test analysis are described as follows.



Gambar 1.2. Percentage diagram of meticulous characters

Figure 1.2 diagram. obtained based on the results of the analysis of the individual quizzes carried out at the end of each meeting. Based on these results, the student's conscientious character score named BPS on the second and third quizzes received the lowest average compared to the first meeting, namely 33.33% in the poor category. This is because students are not good at understanding the material provided so that students cannot write answers well. Students named NBR at the first meeting obtained an average of 77.78% in the fairly conscientious category, while at the second and third meetings it was obtained an average of 94.44% in the conscientious category. This is because NBR is not precise in solving problems and is not suitable in linking several theories when solving problems.

The results of the research above indicate that the character of cooperation and conscientious character possessed by students shows a good category. This is because students participate in learning activities directed by lecturers well and can understand teaching materials carefully. This is because the use of appropriate learning models or methods is able to encourage the value of the character of cooperation and thoroughness appears in students during learning activities. This research also shows that the right strategy or method of learning can encourage student character values to emerge. This research is in line with the research conducted by ¹⁴ where in his research, the character value of curiosity and hard work appeared after using HOTS type questions and also meticulous and creative characters did not appear due to the lack of practice in doing the questions. In addition, research conducted by ¹⁵ about how the effectiveness of using E-module which is integrated with character values to improve learning outcomes and honesty. The results show that the level of honesty in the experimental class shows in the very good category, while in the control class only in the good category. Another study that shows that the right learning strategy can build the character of students is research conducted by ¹⁶, namely by carrying out learning activities that use an approach to students.

IV. CONCLUSION

STAD cooperative learning model is a learning model that is more active in activating students in group activities, both during group discussions and presentation of group results. By applying this learning model, the teacher will find it easier to find out the extent of students' understanding in the learning process that has been carried out. This is because at the end of the meeting students are given a quiz which is done individually. In addition, giving this test will train students to improve the character of honesty in solving questions. Therefore, it would be nice if this model was applied not only to the root form material, but also to other materials.

This type of STAD cooperative learning model can be used as an alternative learning model in class, but learning that is in groups for a long time can cause boredom in students, so it is better if in implementing cooperative learning it must be interspersed with learning that is not in groups or given games. games that can maximize the application of this model.

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