



## Cooperative learning strategy type STAD for economic business in SMK Bhakti Bangsa

Muhammad Fasya Fanshary Aksa<sup>1</sup>, Maya Gita Cahyani<sup>2</sup>, Amanda Tri Damayanti<sup>3</sup>

<sup>1,2,3</sup>Universitas Pendidikan Indonesia, Bandung, Indonesia  
[m.fasya@upi.edu](mailto:m.fasya@upi.edu)<sup>1</sup>, [mayagitac@upi.edu](mailto:mayagitac@upi.edu)<sup>2</sup>, [amndtri27@upi.edu](mailto:amndtri27@upi.edu)<sup>3</sup>

### ABSTRACT

This research aims to evaluate the effectiveness of implementing Student Team Achievement Division (STAD) type cooperative learning strategies in increasing students' interest in learning in Business Economics subjects at BPI Bandung Vocational High Schools (SMK). Evaluation will include comparing student learning outcomes before and after implementing the STAD method, an analysis of student involvement in the cooperative learning process, and student responses to this learning method. Additionally, the research will highlight changes in interactions between students, their confidence in understanding the material, and whether implementing STAD can stimulate active participation in class discussions. The research uses a qualitative approach to explore the influence of the STAD strategy on students' interest in learning with observation and interviews related to implementing the STAD strategy. This qualitative analysis identifies patterns and findings that strengthen the effectiveness of the STAD strategy in increasing student interest and motivation to learn at SMK Bhakti Bangsa Bandung, especially in Business Economics subjects.

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### ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi efektivitas penerapan strategi pembelajaran kooperatif tipe Student Team Achievement Division (STAD) dalam meningkatkan minat belajar siswa pada mata pelajaran ekonomi bisnis di Sekolah Menengah Kejuruan (SMK) BPI Bandung. Evaluasi akan mencakup perbandingan antara hasil belajar siswa sebelum dan sesudah penerapan metode STAD, analisis tingkat keterlibatan siswa dalam proses pembelajaran kooperatif, serta tanggapan siswa terhadap metode pembelajaran ini. Selain itu, penelitian akan menyoroti perubahan dalam interaksi antar siswa, kepercayaan diri mereka dalam memahami materi, dan apakah penerapan STAD dapat merangsang partisipasi aktif dalam diskusi kelas. Penelitian menggunakan pendekatan kualitatif untuk mendalami pengaruh strategi STAD terhadap minat belajar siswa dengan observasi partisipasi dan wawancara terkait implementasi strategi STAD. Analisis kualitatif ini mengidentifikasi pola-pola dan temuan yang memperkuat efektivitas strategi STAD dalam meningkatkan minat dan motivasi belajar siswa di SMK Bhakti Bangsa Bandung khususnya pada mata pelajaran Ekonomi Bisnis.

**Kata Kunci:** Pembelajaran kooperatif; strategi belajar; STAD; student team achievement division

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## **INTRODUCTION**

Basically, learning is about how to teach students or help them know their own abilities, which are listed in the curriculum (Aslifah, 2019). Learning can be defined as a stable, continuous change in what a person knows and can do, resulting from previous experience (Shemshack & Spector, 2020). The presence of teachers and students is essential to the learning process. Both must interact and collaborate to achieve optimal student learning outcomes (Nugraha, 2018).

Learning is an effort by teachers to help students acquire knowledge, skills, and habits, and to shape their attitudes and beliefs. An appropriate learning strategy is needed to support an effective teaching and learning process. A learning strategy is a plan comprising a set of specific activities designed to achieve specific learning objectives, as explained by Hasriadi in his book "Strategi Pembelajaran." Another definition of a learning strategy, according to Alifah (2019) Learning strategies are methods designed to achieve learning objectives based on specific learning principles and theories. In addition to increasing learning effectiveness, learning strategies are useful for creating a positive learning atmosphere. A positive learning atmosphere can help improve students' understanding of the material and help achieve desired learning objectives.

*Cooperative learning is a method in which students are divided into small groups and work together on tasks to solve problems and achieve common goals.* (Silalahi & Hutauruk, 2020). One type of cooperative learning strategy is *Student Team Achievement Division* (STAD). STAD was created and developed as a learning system that makes it easier for students to improve their cognitive and affective abilities by exploring and understanding subject matter together, without wasteful competition. (Novianti & Sinaga, 2021).

Research on implementing cooperative learning methods, such as the Student Team Achievement Division (STAD) method, has been conducted frequently. This includes research conducted by Lovisia (2019), which applies the STAD cooperative learning strategy in physics, with results showing its effectiveness in improving student learning outcomes. The research conducted by Khanifudin (2019), which examines the effectiveness of the STAD-type cooperative learning strategy in increasing students' interest in learning about electrical machine competencies, indicates that the application of this strategy increases students' interest in learning.

Referring to previous research that applied the STAD cooperative learning strategy in physics learning, this study focuses on implementing the STAD cooperative learning strategy. Unlike previous research, this study applies the STAD cooperative learning strategy to business economics instruction to assess its effectiveness in increasing student interest and motivation to learn. This study aims to measure the direct impact of applying the STAD cooperative learning strategy in Business Economics subjects on increasing student interest, motivation to learn, and achievement of learning outcomes.

## **LITERATURE REVIEW**

### **Learning strategies**

Learning strategies refer to the processes used to acquire, organize, or transform information (Wu *et al.*, 2021). Effective learning strategies require slow, unhurried practice and changes in behavior or habits over time (Biber *et al.*, 2023). A literature review on the teaching and learning process shows that teachers combine various teaching and learning strategies and approaches, depending on students' learning styles, to ensure equal opportunities for students to understand the subject context and participate actively in learning. (Munna & Kalam, 2021).

Strategy in an educational context is essential for creating an effective learning process. Strategy can also be described as a process of planning actions or a series of steps designed to achieve predetermined educational goals. This involves planning the actions to be taken and the methods to achieve those goals. (Anggraeni, 2019).

A learning strategy is a method that provides direction and structure for activities to achieve learning objectives in accordance with specific learning principles and theories. Hasriadi, in his book "Learning Strategies," states that, in addition to increasing learning effectiveness, learning strategies are useful for fostering a positive learning atmosphere. A positive learning atmosphere is an environment that supports, motivates, and allows students to feel comfortable expressing ideas, discussing, and trying new things without fear of being judged for their mistakes. Furthermore, a learning strategy is a plan comprising a series of activities designed to achieve specific learning targets (Sanjani, 2021). This series of activities is intended to increase effectiveness and efficiency in the teaching and learning process, as well as to help students understand and master learning objectives.

### **Cooperative Learning**

Sulistio and Haryanti, in their book entitled "Cooperative Learning Models," state that collaborative learning comes from the term "cooperative," which means people working together in teams or groups to help each other achieve a common goal. Cooperative learning refers to the joint efforts of individuals to achieve a common goal. Another definition defines cooperative learning as a method in which students work in small groups to complete tasks, solve problems, or achieve a common goal (Silalahi & Hutauruk, 2020). Cooperative learning helps students learn more and fosters respect and friendship between different groups of students (Bećirović *et al.*, 2022). The purpose of forming groups is to ensure that everyone can participate actively in the learning process, meet the material assigned by the teacher, and achieve group learning objectives.

Collaborative learning involves two main aspects: first, teaching the material to the group and ensuring that all group members learn the material individually. The goal is to improve group performance. Second, interaction, which includes effective and efficient communication of information, discussion, and motivation, is essential for achieving shared goals. The goal is for interaction between group members to be crucial in organizing student activities to achieve goals. Sulistio and Haryanti, in their book entitled "Model Pembelajaran Kooperatif," state that group work can be identified through group meetings and individual work. Another benefit of using cooperative learning methods is that they can improve individual and group problem-solving competencies, strengthen groups, reduce misunderstandings about problems, and maintain a positive attitude. Cooperative learning

can pose additional challenges, such as the time and energy required to prepare for it, the time and space resources needed to implement it in the classroom, discipline issues during group work, and student performance evaluation. Research by Abramczyk and Jurkowski (2020) shows that most teachers have difficulty providing time and space to prepare and implement cooperative learning.

### **Student Team Achievement Division (STAD)**

Student Team Achievement Division (STAD) is a cooperative learning approach designed with a learning structure in which small groups of students collaborate to achieve a common goal. (Lantajo & Tipolo, 2019). This concept aims to create collaboration between students in the learning process. According to Ishtiaq *et al.* (2019), this learning method involves students working together in small groups to understand and master the subject matter being taught. STAD is an easy-to-implement learning approach due to its flexible, simple nature (Siswanti *et al.*, 2022). The STAD approach promotes cooperation and collective understanding to achieve learning targets efficiently.

There is also another definition of STAD, explained by Rizal *et al.* (2021). STAD is a learning strategy for innovative planning and group learning using accumulated analysis of learning materials. Slavin and Rusman, in their book entitled 'Model-Model Pembelajaran', said that STAD-type cooperative learning is based on the idea of encouraging students to help and support one another in mastering the skills taught by the teacher. The characteristic of the STAD model cooperative learning approach is that students are involved in learning in small groups, while considering aspects such as initial interest assessment, the use of quizzes or tests, monitoring individual progress, and awarding groups. (Wirta, 2021).

STAD typically requires teachers to work with students in small groups, usually no more than four. To begin, the teacher will introduce the topic, then provide an activity or exercise to encourage students to work in groups. One or a series of assessments will then be used to guide the broader activity. Students are encouraged to work collaboratively on these tasks. To ensure the entire group has mastered the lesson, they must work collaboratively within their teams (Jamaludin & Mokhtar, 2018).

The Student Achievement Division (STAD) uses awards or incentives to encourage effective group collaboration (Lantajo & Tipolo, 2019). STAD allows students to improve their individual and collective skills, increases student engagement, eliminates student bias against peers, and prevents students from entering a competitive environment. However, some disadvantages may arise, such as lower-ability student contributions, the possibility of social loafing, and the need for additional time to prepare. (Hasmyati & Suwardi, 2018).

### **Business Economics**

Economics is a branch of the social sciences that examines how societies meet their needs. Because the majority of human actions are directed toward achieving the fulfillment of those needs, the primary role of economics in the context of social life is very significant, as conveyed by Dinar and Hasan in their book entitled "*Pengantar Ekonomi: Teori dan Aplikasi*"

Economics, as an important branch of social science, primarily focuses on the study of how societies meet their needs. This occurs because most human activities are carried out to fulfill personal or group needs. Therefore, the crucial role of economics in the framework of social life is very clear. Its emphasis on understanding the complex interactions between individuals, resources, and policies provides a foundation for detailing how societies manage their assets to achieve economic efficiency, equitable income distribution, and overall social welfare.

The word "economics" originates from the Greek, a combination of the words "oikos," meaning "household," and "nomos," meaning "rules" or "management." In other words, economics can be defined as "rules governing a household." In the Indonesian context, economics refers to all aspects related to the income, distribution, and use of goods and (financial) wealth. The concept of economics encompasses all stages or steps involved in producing goods and services to satisfy human needs and desires. Initially, the concepts of "oikos" and "nomos," which later evolved into the science of economics, did not encompass the broad range of fields they do today.

Business is a commercial activity involving the offering and sale of goods or services to various consumer segments, including individuals or other business entities, to achieve profit or financial gain. In his book "Pengantar Bisnis Era Revolusi Industri 4.0," Purwanto discusses various elements that influence business, including market competition, product or service innovation, capital investment, government regulations, and changes in consumer trends.

From the above definition, it can be concluded that business economics is the study and practice of the rules governing resource management in the context of commercial activities. It covers all aspects of income, expenditure, distribution, and use of goods or services, with the primary goal of achieving profit or financial gain. This concept involves understanding how society manages limited resources to produce, distribute, and consume goods and services that satisfy human needs or wants, while accounting for factors such as market competition, innovation, capital investment, government regulations, and changing consumer trends.

In a dynamic business environment, companies must have the flexibility to adapt to market changes, identify growth opportunities, and manage risks. Businesses also play a vital role in driving regional or national economies by creating jobs, boosting economic growth, and contributing to community well-being. This is supported by Kamaluddin and Patta's statement in their book, "Administrasi Bisnis," which states that establishing a company in a community will positively impact the community's economy and society. Business success often depends on sound strategy, a deep understanding of the market, efficient operational management, and the ability to understand and meet customers' needs and desires.

Business objectives are the results entrepreneurs seek from their business operations. These objectives reflect the expected results from various aspects of a company's organization, such as marketing, human resource management, production, and other areas. Business objectives significantly impact a company's long-term performance. Essentially, the goal of a business is to produce products or services that meet consumer needs while also achieving profitability from those business activities. However, in the long term, business objectives are not limited to meeting consumer needs alone but also encompass other aspects that the

company seeks to achieve in its operations, as stated by Wijoyo et al. in their book, 'Pengantar Bisnis'.

## **METHODS**

This study utilizes a qualitative research approach to assess the effectiveness of the STAD (Student Teams Achievement Division) learning strategy in increasing students' learning interest in business economics at Bhakti Bangsa Vocational High School (SMK) Bandung. A total of 14 students participated in this study. A qualitative method was used to gain an in-depth understanding of how the STAD strategy influences students' interest in learning in the context of business economics. Through qualitative analysis, patterns and findings that strengthen the success of the STAD learning strategy in increasing students' interest in learning at Bhakti Bangsa Vocational High School (SMK) Bandung can be identified. The qualitative method used was indirect interviews with students using a provided form. The collected data were then analyzed through student responses. It is hoped that the results of this study will provide deeper insights for educational practitioners regarding the implementation of the STAD strategy to increase students' interest in learning, especially in the context of business economics.

The qualitative approach in this research focuses on presenting in-depth insights obtained from various expert sources and conducted in a natural setting. The three main elements of qualitative research are the initial response, the construction process, and the conclusion. In qualitative research, the initial response is a concern for emerging issues in the environment. They also seek to understand the meanings of things, thoughts, attitudes, perceptions, events, and social activities.

In research, data collection through various techniques is a crucial element that should be emphasized, as it is essential for achieving research objectives. (Darmawan *et al.*, 2021). Observation is a data collection method that involves direct observation of the research subjects and the research situation. In this study, the researcher implemented participatory observation, where the researcher was actively involved in the teaching and learning process at Bhakti Bangsa Vocational High School (SMK). The purpose of this observation was to examine student behavior and interactions, as well as the impact of implementing the STAD cooperative learning method on increasing student learning motivation. Interviews are a data collection method in which the researcher and participants interact directly. (Jailani, 2023). The interviews were conducted in an unstructured manner using a form distributed to students in one class. The interviews contained two questions regarding group learning experiences.

A qualitative method was used to gain an in-depth understanding of how the STAD strategy influences students' interest in learning in the context of business economics. Through qualitative analysis, patterns and findings that strengthen the success of the STAD learning strategy in increasing students' interest in learning at SMK Bhakti Bangsa Bandung can be identified. The qualitative method used was indirect interviews with students using a provided form. The collected data were then analyzed through student responses. It is hoped that the results of this study will provide educational practitioners with deeper insights into

the implementation of the STAD strategy to increase students' interest in learning, especially in the context of business economics material.

## **RESULTS AND DISCUSSION**

### **Results**

By referring to the observations and observations that have been carried out at SMK Bhakti Bangsa, the teacher uses 5 phases of teacher activities in STAD type cooperative learning as stated by Trianto in [Wulandari dan Kunci \(2022\)](#), as follows:

#### 1. Conveying objectives and motivating students

In this stage, the teaching team member, who is also a researcher, presents the learning objectives to be achieved during the learning process and provides motivational support to students. At this stage, students only need to pay attention to what the teacher is presenting.

#### 2. Presenting/Conveying Information

The instructor briefly explains the material on economics and business and demonstrates the learning modules that will be used during the lesson. During this phase, the instructor interacts with students by asking short questions about the material.

#### 3. Organizing students to form study groups

In this stage, the teacher provides guidance to students on forming study groups. The 14 students will be divided into four groups of 3 to 4 students each. The teacher also plans for more structured student movement and seating arrangements.

#### 4. Guiding study groups

During the discussion session, the teacher goes around the class to provide guidance and help groups experiencing difficulties.

#### 5. Evaluation

Evaluation is conducted through presentations by each group to the entire class, which communicate the results of their discussions.

Based on data collected through interviews, there were various responses regarding the implementation of the STAD cooperative learning strategy. The interviews were collected and analyzed to obtain the following results:

1. Of the 14 students, 9 students said that group learning made them more motivated to learn because dividing tasks within the group made tasks completed more quickly. In groups, they could exchange ideas more easily.
2. Three people said they felt motivated in group learning because of teamwork.
3. 5 out of 14 people also said that with group learning, they became more confident in expressing their opinions and making presentations in front of the class.

4. The rest said that they were more comfortable learning individually because of differences in thinking, fear of expressing opinions, and not being used to learning in groups.

## **Discussion**

Based on observations and interviews, the STAD cooperative learning strategy fosters student cooperation. In addition, STAD positively impacts student interest and enthusiasm for learning in business economics subjects. The results of the study showed that when students work together with their classmates in groups, they feel more motivated and feel important in achieving their group goals. This makes them more involved and motivated. Students can also build trust among themselves through this teamwork, which is an important part of increasing learning motivation.

This is consistent with the results of Khanifudin's (2019) research. There was an improvement in student activity after the implementation of this STAD-type cooperative learning, with students more active in delivering material and more easily receiving it from their teachers and friends. Not only that, but the Student Team Achievement Division (STAD) also helped students become more confident speaking in front of the class. After participating in group activities, several students felt more confident in speaking and giving presentations in front of the class. Students felt more comfortable speaking and expressing their opinions in small groups and respected others' opinions, which could explain this improvement. In accordance with Darmiyanti et al. (2021), one advantage of the STAD learning model is that students are better able to appreciate, listen to, and respect others, including their opinions and feelings. In a more relaxed environment, interacting with classmates improves speaking and presentation skills, greatly increasing students' self-confidence.

Dividing tasks into study groups also encourages student learning. Dividing tasks allows students to complete assignments more efficiently and achieve results more quickly. Furthermore, it allows them to play a crucial role in the group, feel responsible for their assignments, and be accountable for what they learn. In this regard, the STAD learning model emphasizes students' ability to work collaboratively in groups and their responsibility for each task in achieving learning objectives. (Wahyudi & Hidayat, 2021). This process provides positive motivation for students' interest in their learning.

However, there are several issues to consider when using group learning. Due to differences in thinking within the group or because they are not yet familiar with this learning method, some students may feel uncomfortable with it. Providing the necessary support and guidance to overcome these difficulties is crucial. The teacher's role is crucial in helping students learn to communicate well and ensuring that everyone in the group feels valued and heard. Teachers must also be able to create a fun and active learning environment to encourage students' motivation to learn. (Ihsan & Saputra, 2019).

The teacher's role is crucial in group learning. During discussion sessions, the teacher must be an active facilitator (Wirta, 2021). Teachers must ensure that their groups are diverse and well-suited. This way, students have the opportunity to learn from classmates with diverse backgrounds and skills. Teachers also need to create questions that stimulate students to think critically and actively participate in discussions.

Overall, the findings of this study indicate that the STAD learning method is very effective in increasing students' interest and desire to learn, especially in economics and business subjects. With the STAD method, students learn more flexibly. In accordance with Suwarsa (2020), STAD fosters a relaxed learning atmosphere among peers, increasing vocabulary use in discussion. Furthermore, STAD can help improve the quality and outcomes of student learning, increasing collaborative teacher-student activity. (Nugroho & Shodikin, 2018). With support, guidance, and a thoughtful approach, teachers can ensure that students enjoy a learning experience that fosters communication, collaboration, and active participation. Ultimately, this will increase students' interest and motivation in economics compared to other subjects.

## CONCLUSION

Based on the findings of the research conducted, it can be concluded that the implementation of the STAD cooperative learning method is effective in increasing students' interest and motivation to learn, especially in the context of business economics subjects. The cooperative learning model helps students collaborate in groups, which in turn increases their confidence in speaking in front of the class, expands their knowledge through discussion, and encourages them to express their opinions. Group learning also encourages active student participation in the teaching and learning process.

## AUTHOR'S NOTE

The author confirms that this article is not published for any purpose and ensures that its data and content are free from plagiarism.

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