



The Influence of the Cooperative Learning Model Type STAD (Student Team Achievement Divisions) on the Learning Activeness in Christian Religious Education and Character Education of Eighth-Grade Students at UPT SMP Negeri 007 Sinambela

Angelia Hutabarat^{1*}, Iwan Setiawan Tarigan², Tiurma Barasa³

¹Student, Pendidikan Agama Kristen, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

^{2,3}Lecturer, Institutut Agama Kristen Negeri Tarutung

*correspondence: angeliahutabarat4@gmail.com

ABSTRACT

The purpose of this study is to determine the effect of the cooperative learning model type STAD (Student Team Achievement Divisions) on the learning activeness in Christian Religious Education and Character Education among eighth-grade students at UPT SMP Negeri 007 Sinambela in the 2025/2026 academic year. The research method employed in this study is a quantitative approach with a pre-experimental design, specifically the one-group pretest-posttest design. The population consists of all eighth-grade Protestant Christian students at UPT SMP Negeri 007 Sinambela, Baktiraja District, totaling 156 students. A sample of 31 students was selected using purposive sampling. Data were collected through a questionnaire consisting of 20 items. The results of data analysis indicate that there is a positive and significant effect of the cooperative learning model type STAD (Student Team Achievement Divisions) on students' learning activeness in Christian Religious Education and Character Education at UPT SMP Negeri 007 Sinambela for the 2025/2026 academic year. This finding is supported by the significance test results, which show that the calculated t-value (10.225) is greater than the t_{table} value (2.042) at the significance level $\alpha = 0.05$ with degrees of freedom ($df = n - 1 = 30$). Thus, there is a significant relationship between variable X and variable Y. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, confirming that the cooperative learning model type STAD (Student Team Achievement Divisions) has a positive and significant influence on students' learning activeness in Christian Religious Education and Character Education at UPT SMP Negeri 007 Sinambela in the 2025/2026 academic year.

Keywords: Cooperative Learning Model, STAD, Student Learning Activeness, Christian Religious Education, Character Education

INTRODUCTION

Learning activeness is one of the essential aspects of classroom learning activities. Learning is considered successful and of high quality when the majority of students are actively involved-physically, mentally, and socially-throughout the learning process. Learning activeness provides various benefits for students, such as gaining direct learning experiences, fostering cooperation among learners, developing personal aspects, enhancing individual abilities, offering opportunities to work according to one's interests and capacities, building positive social interactions, and encouraging critical thinking skills. The Cooperative Learning Model Type STAD (Student Team Achievement Divisions) is one of the instructional methods implemented by teachers. In this method, students are encouraged to help one another understand the lesson materials so that their team can achieve recognition or rewards. Activeness in learning emerges as a result of functional engagement, where students' constructive activities contribute to improved learning outcomes. Several observable symptoms indicate a lack of learning activeness during the learning process, such as students' reluctance to respond to teachers' questions, their failure to participate in group tasks, their passive attitude during class activities, and their hesitation to ask questions when encountering difficulties. Learning activeness can be observed at every stage of the learning process, whether in group or individual contexts. In the case of Christian Religious Education and Character Education classes, teachers often employ monotonous instructional models. Consequently, students tend to only listen passively without questioning or challenging the lessons taught by the teacher. Therefore, it is necessary for teachers to apply a more engaging learning model that encourages students to actively participate throughout the learning process. Indicators of activeness include involvement in problem-solving, asking questions to peers or teachers when facing difficulties, seeking relevant information to complete tasks, and self-assessment of one's own abilities and achievements.

The STAD (Student Team Achievement Divisions) learning model is a type of cooperative learning that emphasizes student interaction. This model aims to foster mutual motivation and assistance among students in mastering the subject matter and achieving optimal learning outcomes. By working in groups, students are free to ask their peers for clarification on topics they do not understand. In each class, students are divided into several teams, each consisting of four to five members, depending on the total number of students. The goal of this strategy is to cultivate a sense of togetherness and collective effort among learners. Moreover, groups that meet predetermined criteria receive recognition as a form of appreciation for their achievement. Cooperative learning using the STAD model also pays close attention to diversity within the groups. The purpose of this approach is to foster effective collaboration among students, thereby promoting mutual trust and support. Group diversity considers various student backgrounds, including academic achievement, gender, and ethnicity. Ideally, each group consists of four to five members, allowing for easier communication and collaboration. Such group organization is crucial because learning together helps students more easily discover and comprehend complex concepts. According to Ni Putu Idayani, the STAD (Student Team Achievement Divisions) model is one of the cooperative learning approaches that requires students to take an active role, meaning they must adequately prepare themselves before the learning process begins. Based on observations conducted by the researcher at UPT

SMP Negeri 007 Sinambela, particularly among eighth-grade students, it was found that many learners still exhibit low levels of learning activeness. Students tend to be passive in asking questions, lack confidence in expressing opinions, and remain silent when the teacher asks questions. This low level of activeness can be attributed to the teacher's use of traditional, teacher-centered instructional models that do not encourage active student participation. One potential solution to increase students' activeness is the implementation of the Cooperative Learning Model Type STAD (Student Team Achievement Divisions).

METHODS

A research method refers to the steps employed in the research process. Arikunto states that "a research method is a scientific way to obtain data with specific purposes and uses." In this study, the researcher used a quantitative experimental research method. According to Sugiyono, "the experimental research method is a quantitative approach conducted through experimentation to determine the effect of an independent variable (treatment) on a dependent variable (outcome) under controlled conditions." The type of research used in this study is a pre-experimental design with the form of a one-group pretest-posttest design. This design involves administering tests both before and after the treatment or experimental intervention. The research instrument used in this study was a closed-ended questionnaire designed to collect research data. Sugiyono explains that "a questionnaire is a data collection technique conducted by providing a set of written questions to respondents for them to answer. A questionnaire is more efficient when the researcher clearly understands the variables to be measured and knows what information to expect from the respondents." The researcher chose to use a closed-ended questionnaire for the following reasons: 1) It allows individuals or groups to express their opinions or responses to specific issues. 2) It can be distributed to a large number of respondents within a relatively short time. 3) It maintains the objectivity of respondents by minimizing external influences on their responses. 4) It ensures the confidentiality of respondents, allowing them to answer honestly based on their personal opinions. 5) Respondents can easily provide answers by selecting one of the available options that best reflects their views. 6) The questionnaire is an effective, efficient, and practical tool for collecting data. 7) The collected data is easier to organize and analyze. The data collection techniques used in this study consisted of a pretest and a posttest. The procedures for data collection were carried out as follows: Pretest (Initial Test). The pretest was administered before the treatment to determine the students' learning activeness in Grade VIII C at UPT SMP Negeri 007 Sinambela prior to the implementation of the Cooperative Learning Model Type STAD (Student Team Achievement Divisions). The researcher distributed a questionnaire on learning activeness and provided instructions on how to complete it. Treatment (Intervention) During the treatment phase, the researcher implemented the Cooperative Learning Model Type STAD (Student Team Achievement Divisions) in the Christian Religious Education and Character Education subject for Grade VIII students at UPT SMP Negeri 007 Sinambela. The researcher taught the lessons using the STAD cooperative learning approach. Posttest (Final Test), after the treatment, a posttest was administered to determine the effect of the Cooperative Learning Model Type STAD (Student Team

Achievement Divisions) on students' learning activeness. In this phase, the researcher distributed the same questionnaire used in the pretest and provided guidance for its completion. Data Recording and Tabulation. The researcher recorded all data obtained from both the pretest and posttest questionnaires and organized them into tables for further analysis.

RESULT AND DISCUSSION

Student learning activeness is a crucial element in ensuring the success of the learning process. This activeness encompasses both physical and mental activities, in which action and thought are interconnected and inseparable. Effective learning must involve various types of activities, both physical and psychological. Physical activity refers to students' active engagement through bodily movement—such as creating, playing, or working—rather than merely sitting and listening. Meanwhile, psychological activity reflects the optimal use of students' intellectual and emotional capacities throughout the learning process. The expected learning activeness in the educational process requires balanced interaction. Such interaction includes communication between teachers and students, as well as among students themselves, with the goal of establishing multidimensional communication. Through the formation of learning groups, students are given the opportunity to actively express their ideas and thoughts to their peers. This interaction enables them to view concepts from multiple perspectives within a collaborative learning environment. The sense of togetherness that develops among group members allows students to understand the learning material more effectively. Learning activeness functions as an internal drive that stimulates a strong desire in students to engage in the learning process in order to achieve the intended learning objectives. With this activeness, students not only enhance their cognitive abilities but also develop affectively and psychomotorically, thereby improving the overall quality of learning. Based on the aforementioned perspectives, learning activeness can be understood as a process that requires students to be actively involved both physically and mentally. Engagement through activities such as discussions, group work, and independent thinking greatly assists students in deepening their understanding of the material. When students communicate and collaborate with one another, they gain opportunities to explore diverse viewpoints and learn in an enjoyable atmosphere. These activities also foster students' enthusiasm for learning, not only in acquiring knowledge but also in developing positive attitudes and essential skills.

Definition of the Cooperative Learning Model Type STAD (Student Team Achievement Divisions)

The Cooperative Learning Model Type STAD (Student Team Achievement Divisions) is one of the simplest and most effective cooperative learning methods, making it highly suitable for teachers—particularly as an introductory step to implementing cooperative learning. This approach places great emphasis on diversity within student groups, aiming to foster positive collaboration among learners. Such collaboration is intended to build mutual trust and support among students. The diversity within each group considers factors such as academic achievement, gender, and ethnicity. Ideally, each group should consist of four to five members. With a relatively small number of members, students can

communicate and interact more easily with their peers. The STAD cooperative learning model is designed to create a learning environment in small groups composed of four to five students with varying ability levels. In this model, each member works collaboratively to master the subject matter and complete assigned tasks. The concept emphasizes mutual assistance among team members, enabling each student to better understand the learning material and support one another in achieving learning objectives. The term *Student Teams Achievement Divisions (STAD)* refers to a cooperative process in which students work together as a team to achieve shared academic success. According to Shoimin (as cited in Asmedy), the *Student Teams Achievement Division (STAD)* is the simplest form of cooperative learning approach. This model is particularly effective as a starting point for teachers who are new to implementing cooperative strategies. In applying the STAD learning model, the teacher presents a problem topic that students must solve collaboratively through group discussions. At the end of the activity, students take a quiz designed to enhance their activeness and engagement in learning. Based on the above explanation, it can be understood that the Cooperative Learning Model Type STAD is a simple yet effective method, ideal for beginner teachers managing small group learning. In this approach, students from diverse backgrounds collaborate to comprehend the learning material and complete assigned tasks. Through group discussions and quizzes, students are encouraged to assist one another and actively participate in the learning process to achieve shared learning goals.

Implementation of the Cooperative Learning Model Type STAD (Student Teams Achievement Divisions) in Christian Religious Education

Students are divided into small teams to discuss Christian values. The teacher presents material related to Christian values. Students discuss within their teams to understand Christian values and explore ways to apply them in daily life. Students participate in a quiz to assess their understanding of Christian values. The team that demonstrates the best performance receives an award as recognition of their achievement. After the researcher tabulated the respondents' answers, the data were processed and analyzed. Based on the distribution of students' responses regarding their learning activeness in *Christian Religious Education and Character Education* during the pretest, it was found that the questionnaire item with the highest achievement was item number 5, which obtained a total score of 94 and an average score of 3.03. This indicates that most students responded that they often attend classes punctually. Meanwhile, the lowest scores were found in items number 11 and number 13, each with a total score of 72 and an average score of 2.32. This shows that most students responded that they only sometimes ask questions when they do not understand the lesson explanation, and they also sometimes have the courage to raise their hands and ask questions in front of the class. From the distribution of students' responses in the posttest, it was found that the questionnaire item with the highest achievement remained item number 5, which obtained a total score of 113 and an average score of 3.65. This indicates that most students responded that they often attend class with good learning readiness when the *Cooperative Learning Model of the STAD (Student Team Achievement Divisions) type* is applied. Meanwhile, the lowest score was obtained for item number 1, with a total score of 98 and an average score of 3.16, indicating that students sometimes felt more confident to ask questions about the *Christian Religious Education* material when using

the STAD cooperative learning model. According to the research data description, the overall average score of students' learning activeness in *Christian Religious Education and Character Education* for eighth-grade students at UPT SMP Negeri 007 Sinambela in the 2025/2026 academic year increased from the pretest score of 50.52 to the posttest score of 68.00. This means that there was an improvement in students' learning activeness by 17.48 points due to the implementation of the STAD cooperative learning model.

Based on the hypothesis testing through a significance test (*t*-test), it was found that $t_{count} = 10.225 > t_{table} = 2.042$, which means that H_0 is rejected and H_a is accepted. Therefore, there is a positive and significant influence of the *Cooperative Learning Model Type STAD* implemented by the teacher on students' learning activeness in *Christian Religious Education and Character Education* for eighth-grade students at UPT SMP Negeri 007 Sinambela in the 2025/2026 academic year. In line with previous studies conducted by Achmad Noval Aberori and Conny Dian Sumadi, Rony Kurniawan, and Punia Lilis Mardalena Sihombing et al., it can be understood that the proper application of the *Cooperative Learning Model Type STAD (Student Teams Achievement Divisions)* can enhance students' learning activeness in *Christian Religious Education and Character Education*. Moreover, this finding supports Shoimin's view that *Student Teams Achievement Divisions (STAD)* is the simplest approach to cooperative learning. This model serves as an excellent initial step for teachers who are beginning to adopt cooperative learning strategies. In the implementation of the STAD learning model, the teacher provides a problem topic that must be solved collaboratively by students through group discussions. At the end of the activity, students participate in a quiz aimed at fostering greater learning activeness.

CONCLUSION

Based on the comparison between t_{count} and t_{table} , where $t_{count} = 10.225 > t_{table} = 2.042$, the results of this study conclude that there is a positive and significant influence of the *Cooperative Learning Model Type STAD* on the learning activeness in *Christian Religious Education and Character Education* among eighth-grade students at UPT SMP Negeri 007 Sinambela in the 2025/2026 academic year. Based on the results of data analysis, it was found that the overall average of students' learning activeness in *Christian Religious Education and Character Education* for eighth-grade students at UPT SMP Negeri 007 Sinambela in the 2025/2026 academic year increased from a pretest score of 50.52 to a posttest score of 68.00. This means that there was an improvement in students' learning activeness by 17.48 points as a result of the implementation of the *Cooperative Learning Model Type STAD*.

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