Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X (Printed)
5 (3) 2025, Page: 38874-38885

Enhancing Student Participation and Understanding of Social Studies Material through the Implementation of the STAD Model: A Classroom Action Research at SMP Negeri 57 Muaro Jambi

Martono[1], Dedi Hermon[2]
[1]Magister Of Geography Education, Universitas Negeri Padang
Corresponding Author: Martono, e-mail: martonosangir@gmail.com

Published: December 2025

ABSTRACT

This study aims to improve student learning outcomes and activeness in Integrated Social Sciences (IPS) learning through the implementation of the Student Team Achievement Division (STAD) cooperative learning model in class VIII of SMP Negeri 57 Muaro Jambi. The research method used was Classroom Action Research (CAR). The research subjects were 25 class VIII students in the odd semester of the 2025/2026 academic year. Data were collected through observation, interviews, learning outcome tests, and documentation. The results showed that the implementation of the STAD model significantly improved student learning outcomes, with the average post-test score increasing from 66.52 in cycle I to 90.00 in cycle II. The percentage of learning completeness increased from 43% to 91.3%, while the N-Gain score increased from 0.23 (low category) to 0.67 (medium-high category). In addition, student learning activity and motivation also experienced a significant increase. Students became more active in thinking, dared to express opinions, and showed better cooperation and responsibility in groups. Thus, the application of the STAD-type cooperative model has proven effective in improving students' learning outcomes and social interactions in Integrated Social Studies learning at SMP Negeri 57 Muaro Jambi.

Keywords: Cooperative Learning, STAD, Learning Outcomes, Integrated Social Studies, Student Motivation.

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Atibution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

INTRODUCTION

National education serves to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the people. The goal of education is to cultivate learners' potential so that they become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, competent, independent, and responsible democratic citizens. In this context, Social Studies (IPS) holds a strategic position, as it not only transfers knowledge but also fosters students' critical thinking abilities and social awareness in community life. Social Studies acts as a vehicle for character education that prepares the younger generation to actively participate in national development and global society. (Azzahra et al., 2025). Social Studies should be viewed as an integral component of overall education because it functions to guide and direct students to understand democratic values, social responsibility, and their roles as interdependent global citizens. (Nursaptini & Widodo, 2022). Effective Social Studies learning should not merely rely on textbooks or teacher-centered lectures, but instead emphasize active student engagement in constructing knowledge through direct interaction and experience. (Rukoyah, 2016). In this regard, mastery of content alone is not the only indicator of success; learning outcomes should also reflect cognitive, affective, and social dimensions in an integrated manner. (Maggalatung et al., 2025; Humaira et al., 2024).

However, numerous studies and observations indicate that Social Studies instruction at the junior high school level still faces serious challenges. The dominance of conventional teacher-centered

models remains a major issue (Risanatul & Junaidi, 2022; Mauizatul & Nurmina, 2023). As a result, students tend to be less motivated, less participative, and their learning outcomes remain suboptimal. A similar condition was found at SMP Negeri 57 Muaro Jambi, where teachers still apply one-way instruction without the support of interactive media or technology. Teacher-student interactions remain limited, two-way communication is minimal, and group formation rarely considers students' individual differences. These issues directly affect students' achievement in Social Studies: the average score remains around 64–65, and most students have not met the Minimum Mastery Criterion (SKM) of 75 as determined by the National Education Standards Agency (BSNP).

This phenomenon reveals a research gap between the ideal implementation of Social Studies under the Merdeka Curriculum, which emphasizes student agency and collaborative learning (Bait et al., 2025; Ihsani et al., 2023), and the factual classroom practices that continue to rely heavily on lecturing methods. Previous studies (Fauzia Inggriani, 2024; Suttrisno & Prastiwi, 2023; Indrawati & Renda, 2017) have demonstrated that the Student Team Achievement Division (STAD) cooperative learning model can improve student outcomes across various subjects. However, empirical studies exploring its implementation in the context of integrated Social Studies at the junior high school level remain limited. Moreover, most prior research has predominantly focused on cognitive outcomes, while affective and social aspects, core characteristics of Social Studies learning, have not been sufficiently explored. Therefore, this study offers novelty through the application of the STAD cooperative learning model in the context of integrated Social Studies instruction that simultaneously develops students' cognitive, affective, and social domains. This approach not only aims to enhance academic performance but also to strengthen social interaction, collaboration, and intrinsic motivation among students. The implementation of STAD is expected to foster active learning aligned with the principles of the Merdeka Curriculum and the Profile of Pancasila Students, through heterogeneous teamwork that cultivates both individual and collective responsibility (Rahmawati, 2019; Setiawan & Ismaniati, 2019).

Based on the above rationale, this study focuses on improving integrated Social Studies learning through the implementation of the Student Team Achievement Division (STAD) cooperative learning model among eighth-grade students at SMP Negeri 57 Muaro Jambi. The research aims to provide empirical evidence supporting the effectiveness of collaborative learning models in enhancing learning achievement and social interaction quality in the era of the Merdeka Curriculum.

METHOD

This study employed a Classroom Action Research (CAR) method with a descriptive qualitative approach supported by quantitative data. The research design referred to the Kemmis and McTaggart spiral model, which consists of four recurring stages: planning, acting, observing, and reflecting (Setiawan & Ismaniati, 2019). The research was conducted at SMP Negeri 57 Muaro Jambi during the first semester of the 2025/2026 academic year, involving 25 eighth-grade students (15 males and 10 females) as participants. Each learning cycle consisted of two meetings implementing the Student Team Achievement Division (STAD) cooperative learning model, which includes six main phases as described by Trianto in I. Wulandari (2022), setting goals, presenting materials, forming groups, guiding teamwork, conducting individual evaluations, and giving group rewards.

Data were collected through observation, interviews, learning achievement tests, and documentation. Observation was used to assess teacher and student activities during the learning process, while achievement tests were administered at the end of each cycle to measure students' cognitive improvement. The collected data were analyzed qualitatively to describe behavioral changes and student engagement, and quantitatively by calculating the increase in average scores and the percentage of mastery, as presented in the following formula:

$$P = \frac{F}{N} x100\%$$

Description:
P = Percentage
F = Frequency
N = Number of respondents

The indicator of successful action was determined if at least 75% of students achieved a score of ≥ 75 and demonstrated an increase in learning activity, collaboration, and motivation from one cycle to the next.

FINDING AND DISCUSSION

This classroom action research was conducted in two cycles to improve the quality of social studies learning through the implementation of the cooperative learning model, Student Teams Achievement Division (STAD), in Grade VIII of SMP Negeri 57 Muaro Jambi. Each cycle consisted of the stages of planning, implementation, observation, and reflection. The research findings are presented based on quantitative data in the form of students' pretest and posttest scores, as well as qualitative data obtained from observations and interviews. In general, the application of STAD was able to enhance student engagement in the learning process, improve learning outcomes, and create a more interactive classroom atmosphere. The detailed results of the research are described as follows:

1. Students' Learning Outcomes
    a. Cycle I

        Implementation of the STAD cooperative learning model in Cycle I showed initial improvement in student participation and understanding of Social Studies material. During the learning process, students began to adapt to teamwork, although several groups still showed uneven participation. Observation data indicated that students were generally active in discussing worksheet tasks, but some members relied heavily on higher-performing peers. The results of the pre-test in Cycle I showed an average score of 53.91, while the post-test increased to 70.86. Although improvement occurred, learning mastery had not yet reached the school standard, with only 43% of students achieving the minimum mastery criterion (≥75). This indicates that several students still experienced difficulty understanding the material independently after group discussions. Teacher activity during Cycle I was categorized as "good," although several indicators such as giving equal opportunities for group members to present and facilitating intra-group dialogue—had not been maximized. Reflection with the collaborator teacher concluded that clearer instructions, more structured monitoring, and reinforcement of student engagement were required before progressing to Cycle II.

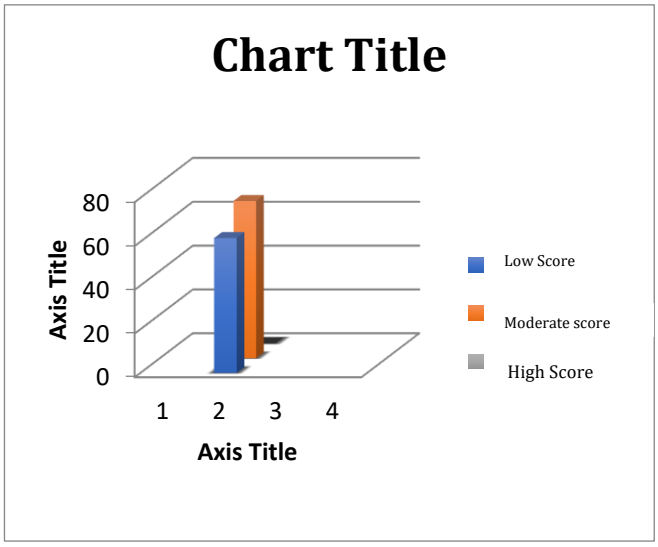


Figure 1 Students' Pretest and Posttest Results in Cycle I

The chart illustrates the distribution of students' learning outcomes across the low, moderate, and high categories. The results indicate that most students are in the moderate score category, while some remain in the low score category. This suggests that the learning implementation has had a positive effect by shifting students' achievements from the low to the moderate level, although no students have yet reached the high score category. Therefore, further improvement in teaching strategies is needed to optimize learning outcomes and help students achieve the high category.

Table 1 Recapitulation of Test Results in Cycle I

No	Description	Cycle Results
1	Average Score of Formative Test	66.52
2	Number of Students Achieving Mastery	10
3	Percentage of Learning Mastery	43%
4	N-Gain	0.23

Based on the table analysis, the implementation of the STAD cooperative learning model showed that the average student score increased from 53.91 in the pretest to 66.52 in the posttest. However, the learning mastery level achieved was only 43%. This finding indicates that in the first cycle, classical mastery had not yet been achieved, as the proportion of students with scores □65 was only 43%, still below the established standard of 75%. This condition was mainly due to the adaptation factor, in which students were still in the adjustment stage and had not fully understood the purpose and application of the STAD cooperative learning model implemented by the teacher.

b. Cycle II

Cycle II was carried out by revising the instructional steps based on the reflection from Cycle I. Teacher facilitation became more intensive, particularly in guiding low-participation students, monitoring group progress, and ensuring equal role distribution among group

members. Students were also encouraged to take responsibility not only for group discussion but also for individual mastery of material.

This improvement strategy resulted in significantly better student performance. The average pre-test score in Cycle II increased to 66.52, and the post-test score rose sharply to 90.00. Learning mastery increased markedly, with 91.3% of students achieving scores □75. This exceeded the success criteria (75% mastery), indicating the effectiveness of the STAD model in improving learning outcomes.

Observation of student activities also showed improvement. Students became more confident in expressing opinions, actively asked questions, and demonstrated greater responsibility in completing group tasks. Cooperative interaction within each group ran more effectively, and the distribution of contributions among members was more balanced compared to Cycle I. Teacher activity also significantly improved. The teacher was able to manage time effectively, give structured guidance, motivate students consistently, and facilitate meaningful learning interactions. The overall implementation in Cycle II met all indicators of successful cooperative learning.

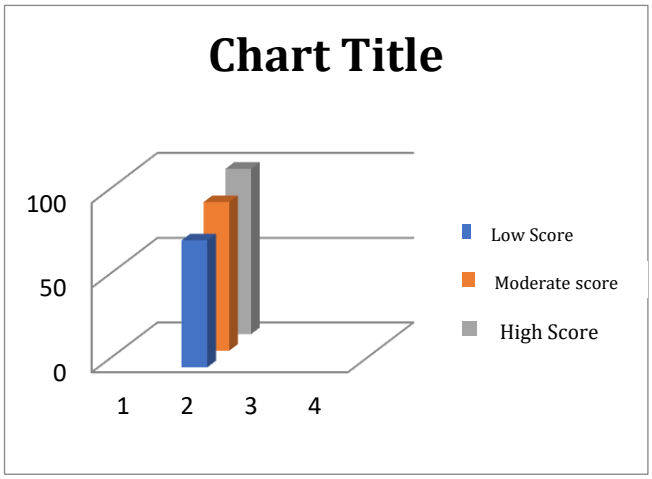


Figure 2 Graph of Students' Pre-Test and Post-Test Results in Cycle II

The chart illustrates the distribution of students' learning outcomes across three categories: low score, moderate score, and high score. It can be seen that the number of students in the low score category is relatively small compared to the other categories. A larger proportion of students fall into the moderate score category, indicating that most students have achieved an intermediate level of understanding. In addition, several students have reached the high score category, showing a significant improvement in learning outcomes after the implementation of the STAD cooperative learning model. Overall, the chart demonstrates a clear shift of students' achievement from the low category to the moderate, and even to the high category, confirming the effectiveness of STAD in enhancing students' understanding of the material.

Table 2: Recapitulation of Test Results in Cycle II

No	Description	Cycle Results
1	Average Score of Formative Test	70.86
2	Number of Students Achieving Mastery	21
3	Percentage of Learning Mastery	91.30%
4	N-Gain	0.67

Table 2 presents the learning outcomes of students in Cycle II. The average formative test score increased to 70.86, with 21 students achieving mastery, equivalent to 91.30% of the class. This percentage clearly exceeded the classical mastery criterion of 75%, indicating that the majority of students successfully achieved the expected learning outcomes. Furthermore, the N-Gain score of 0.67 falls into the moderate-to-high category, reflecting substantial improvement in students' comprehension compared to Cycle I. These results demonstrate that the adjustments made after Cycle I, such as enhancing student motivation, clarifying learning objectives, improving time management, and increasing classroom interaction, had a significant positive impact. Overall, the findings of Cycle II confirm that the application of the STAD cooperative learning model was effective in improving both student achievement and active engagement in social studies learning. The comparison of students' learning outcomes in Social Studies using the cooperative learning model of the STAD type between Cycle I and Cycle II is as follows:

Table 2 Comparison of Learning Outcomes Between Cycle I and Cycle II

Learning Outcomes	Pre-Test	Post-Test
Cycle I	53.91	70.86

Percentage of Learning Outcomes	Pre-Test	Post-Test
Cycle I	26%	34.8%
Cycle II	44%	91.3%
Cycle II	66.52	90.00

Table 3 Percentage of Learning Outcomes in Cycle and Cycle II

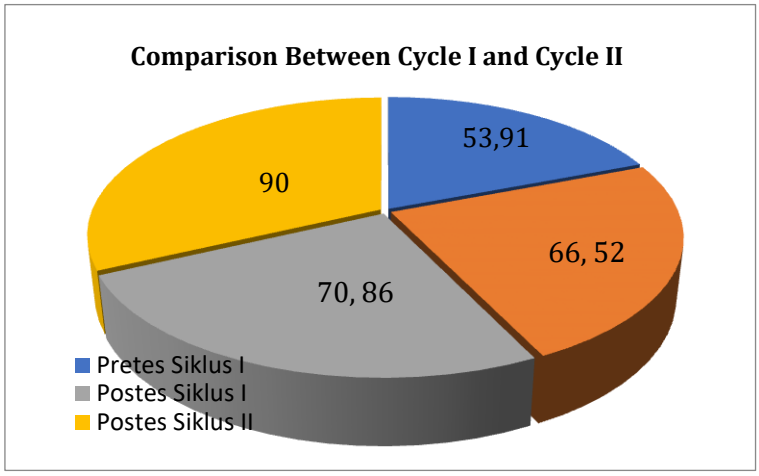


Figure 3 Graph of Learning Outcome Percentages in Cycle I and Cycle II

Based on the diagram in Figure 4.3, it can be seen that students' learning outcomes in Cycle I and Cycle II showed an increase in both the pre-test and post-test stages. The pre-test score in

Cycle I was recorded at 53.9, while in Cycle II it increased to 66.5. Meanwhile, the post-test score in Cycle I was 70.86, and in Cycle II it significantly increased to 90.

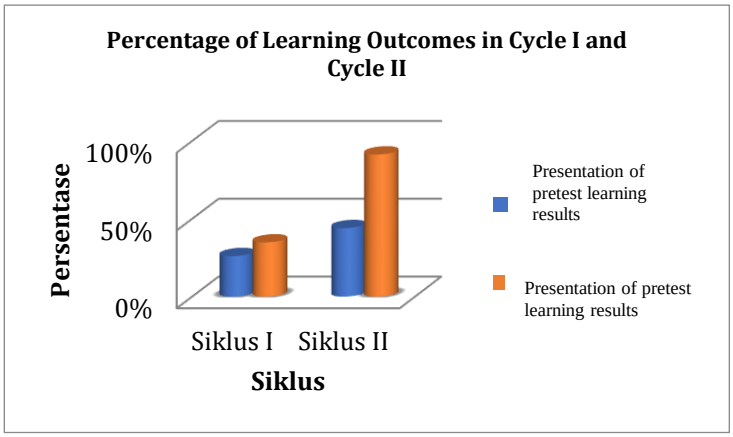


Figure 4 Graph of the Comparison of Pre-Test and Post-Test Results Between Cycle I and Cycle II

Meanwhile, the graph of students' learning outcome percentages from Cycle I and Cycle II also show an improvement. In Cycle I, the percentage of students' learning outcomes for the pre-test was 26%, and for the post-test was 44%. In Cycle II, the percentage for the pre-test increased to 34.8%, and the post-test reached 91.3%. This trend indicates that the learning implementation in Cycle II was more effective compared to Cycle I. The increase in pre-test scores reflects better student readiness before the learning process, while the rise in post-test scores demonstrates the students' success in understanding the material after learning. Therefore, the learning strategy applied in Cycle II can be considered successful in improving students' learning outcomes compared to the previous cycle.

Discussion

Cycle I and Cycle II

Quantitative data from this study showed that after the implementation of the STAD cooperative learning model, the average student posttest score increased significantly from 66.52 in Cycle I to 90.00 in Cycle II, the percentage of mastery learning rose from 43% to 91.30%, and the N-Gain score shifted from the low category to the moderate-to-high category (0.23 □ 0.67). These improvements indicate that refinements in instructional practices, such as enhancing student motivation, clarifying learning objectives, improving time management, and fostering more intensive peer interaction, were effective in deepening students' understanding of the subject matter. Similar findings were reported by Supeni Dwi Lestari (2022) in her study at SMPN 22 Semarang, where the application of STAD in social studies significantly increased students' average scores across cycles, with mastery learning exceeding 90% by the end of Cycle II (Lestari, 2022) A comparable trend was observed by Eskowati (2022) in mathematics (polynomial material) in Pemalang, where student achievement also improved from the first to the second cycle, though the level of mastery was not as high as in social studies, reaffirming the general effectiveness of STAD in promoting academic progress across subjects (ESKOWATI, 2022).

International studies further reinforce these results. Tran (2014) demonstrated that STAD significantly enhances both learning achievement and knowledge retention compared to traditional teaching methods (International Journal of Higher Education). Similarly, Roseth, Johnson, &

Johnson (2008) found that cooperative learning methods, including STAD, consistently yielded higher academic achievement compared to competitive and individualistic learning settings, while also strengthening social motivation and group cohesion (Psychological Bulletin). Taken together, both local and international evidence confirm that STAD is not only effective in improving academic performance but also has positive effects on motivation, engagement, and students' social skills. This reinforces STAD's position as a reliable cooperative learning model for enhancing the overall quality of education in various instructional contexts.

Teacher and Student Activities

Observations revealed a consistent improvement in student activities throughout the implementation of the STAD cooperative learning model. In Cycle I, most students were still in the adjustment phase of working within groups. Their participation was present but remained limited, as only a few students actively engaged in discussions or expressed their ideas. Many students were still hesitant to contribute, preferring to listen rather than interact, which resulted in uneven levels of involvement among group members. This condition reflected the fact that students were not yet fully accustomed to the cooperative learning structure and the accountability required in STAD. In Cycle II, however, students demonstrated significant progress. They became more confident in expressing opinions, actively participated in group discussions, and showed a stronger sense of responsibility for the completion and quality of group work. Peer interaction was more dynamic, as students were not only willing to share their own perspectives but also responsive to the ideas of others. This collaborative environment encouraged critical thinking, mutual support, and a more equal distribution of roles within each group.

Teacher activities also showed improvement across the cycles. In Cycle I, the teacher primarily focused on implementing the lesson plan and monitoring group processes. Although the guidance was given, feedback tended to be general and did not always address individual learning needs. By Cycle II, the teacher's role became more optimal. The teacher actively facilitated discussions, provided timely and constructive feedback, and guided students in refining their understanding of key concepts. Moreover, the teacher was more effective in motivating students, managing classroom dynamics, and ensuring that every learner was engaged in the learning process. Overall, the progressive increase in both student and teacher activities indicates that the implementation of the STAD model not only improved students' academic outcomes but also fostered a more interactive, collaborative, and student-centered learning environment. Qualitative findings revealed a significant transformation in students' attitudes, motivation, and participation during the implementation of the Student Teams Achievement Division (STAD) cooperative learning model. Students expressed that they felt more enthusiastic, motivated, and confident when learning through STAD compared to traditional lectures. They noted that peer explanations were easier to understand than teacher explanations because classmates often used everyday language and examples that were closer to their experiences. These findings are consistent with Sulistiowati, Taufiqulloh, and Prihatin (2024), who found that STAD increased students' learning motivation in English classes by making peer explanations clearer and learning more interactive (Sulistiowati et al., 2024).

Students also reported that working in groups under the STAD framework fostered a strong sense of belonging, collaboration, and responsibility. They realized that their individual efforts contributed directly to the success of their teams. This observation aligns with Slavin's (1995) theory that positive interdependence, where the success of one depends on the success of others, is the key to cooperative learning effectiveness (Slavin, 1995). Similarly, a classroom action research conducted by Rohman, Khairi, and Devi (2024) confirmed that STAD enhanced both student activeness and learning outcomes in social studies, primarily because students felt collectively responsible for group achievements (Sulistiowati et al., 2024). Furthermore, the group reward system embedded in STAD

was found to balance competition and cooperation, motivating students to perform their best individually while ensuring group success. This finding supports Johnson and Johnson (2009), who stated that cooperative structures with mutual goals promote higher intrinsic motivation and positive attitudes toward learning than purely competitive settings (Johnson & Johnson, 2009). In this study, such effects were visible as students encouraged one another, collaborated more effectively, and actively contributed to discussions. The application of STAD also nurtured social-emotional skills, including empathy, teamwork, and respect for others' perspectives. Previously passive students became more confident and engaged, demonstrating increased self-efficacy and communication skills. This result supports the systematic literature review by Anggraini et al. (2025), which analyzed 35 studies from 2019 to 2024 and concluded that STAD consistently improved students' collaboration, participation, and motivation in both primary and secondary education contexts (Anggraini et al., 2025). From a sociocultural perspective, these improvements are consistent with Vygotsky's (1978) social development theory, which posits that learning occurs through interaction within the zone of proximal development (ZPD), where more capable peers scaffold others' understanding (Vygotsky, 1978). Within the STAD model, peer collaboration provided such scaffolding, allowing students to jointly construct meaning, clarify misconceptions, and deepen conceptual understanding. Additionally, the dialogic nature of STAD fostered metacognitive awareness as students questioned, evaluated, and refined their reasoning during group learning. Gillies (2016) emphasized that cooperative dialogue allows learners to internalize cognitive strategies and develop higher-order thinking skills (Lampert et al., 2016). Together, these findings affirm that STAD is not only an instructional technique to enhance academic outcomes but also a framework for building a collaborative learning culture that promotes critical thinking, communication, creativity, and cooperation, core competencies of 21st-century education.

The evolution of the teacher's role

Based on the interview results, the majority of students expressed that they felt more motivated and enthusiastic about learning social studies through the implementation of the STAD cooperative learning model compared to the conventional methods previously used by the teacher. Students reported that group discussions allowed them to share knowledge, correct one another, and help each other understand the material in a simpler way. Explanations delivered by peers were perceived as easier to grasp than the teacher's explanations alone, as they were communicated in everyday language that was more relatable to their way of thinking. In addition, students highlighted that the individual quizzes contributing to the overall group score served as a strong motivator for them to study more independently. They felt a personal responsibility not only to master the material themselves but also to contribute positively to the performance of their group. This created both a competitive and collaborative atmosphere, as each group member strived to perform well for the collective achievement of the team. Furthermore, the interviews revealed that students experienced increased self-confidence when they successfully expressed their opinions or answered questions in front of their group. Students who were initially passive gradually became more involved, felt valued, and were encouraged to participate actively. This dynamic fostered important forms of social capital such as collaboration, mutual trust, and collective responsibility, which are essential elements of successful cooperative learning. The findings are consistent with the core principles of the STAD model, namely individual accountability (each student is responsible for their own learning outcomes) and group rewards (achievements are recognized collectively). The combination of these principles proved effective in fostering learning motivation, enhancing peer interaction, and creating a more meaningful learning environment. Consequently, social studies learning not only resulted in improved academic performance but also strengthened non-cognitive aspects such as self-confidence, responsibility, and students' social skills.

The evolution of the teacher's role from Cycle I to Cycle II demonstrates a significant pedagogical transformation aligned with the principles of adaptive instructional design and 21st-century education. In Cycle I, the teacher primarily acted as an organizer, focusing on structuring student groups, organizing tasks, and ensuring procedural adherence to the Student Teams Achievement

Division (STAD) model. However, in Cycle II, the teacher's role evolved into that of a facilitator and motivator, actively guiding learning processes, providing constructive feedback, and offering emotional support to sustain student engagement. This transformation reflects Suparman's (2012) concept of adaptive instruction, which emphasizes that effective teaching must continuously respond to learners' needs and context through flexible strategies.

The teacher's facilitative role aligns with recent empirical findings. A study (Rorimpandey et al., 2025) revealed that the implementation of STAD enhanced students' empathy, confidence, and collaborative competence in English learning. Teachers who actively mediated peer interactions created a supportive environment that nurtured social awareness and self-assurance. Similarly, (Aryanti & Widodo, 2020) found that cooperative learning through STAD not only improved students' analytical abilities but also strengthened their social interaction skills, particularly when teachers closely monitored group dynamics and provided adaptive feedback. Moreover, (Novitasari & Dahlan, 2025) confirmed that the implementation of STAD significantly enhanced students' critical thinking and problem-solving skills in economics learning. In this context, the teacher's role shifted from being a transmitter of knowledge to a facilitator of reflective and collaborative thinking. Likewise, (Novitasari & Dahlan, 2025) found that STAD integration reduced students' speaking anxiety and increased self-confidence when the teacher established a psychologically safe and engaging learning environment. Consequently, improved instructional management in Cycle II led to a more interactive and student-centered classroom atmosphere, consistent with the core attributes of 21st-century learning: communication, collaboration, creativity, and critical thinking.

The findings further indicate that the STAD model, when facilitated adaptively, contributes not only to cognitive achievement but also to social and emotional development. It fosters teamwork, responsibility, and mutual respect, which are essential for long-term academic and interpersonal success. Supporting this (Hasmawati et al., 2020) reported that combining STAD with authentic assessment strategies significantly improved students' social attitudes and knowledge competencies in Makassar classrooms. However, not all results have been consistently positive. (Wijaya & Astuti, 2022) observed that the application of STAD did not yield a statistically significant improvement in students' self-efficacy, suggesting that the teacher's emotional mediation and motivational strategies are crucial determinants of cooperative learning success. Overall, the effectiveness of STAD relies heavily on the teacher's pedagogical adaptability, the ability to balance cognitive instruction with affective facilitation. Teachers who can adjust their instructional design based on students' needs, group dynamics, and emotional states are more capable of fostering sustainable, interactive, and meaningful learning. Therefore, future research should employ longitudinal approaches to examine how the evolving teacher roles within cooperative learning models like STAD influence students' independent learning, critical thinking, and social cohesion across various educational contexts.

CONCLUSIONS

The findings of this classroom action research demonstrate that the implementation of the Student Teams Achievement Division (STAD) cooperative learning model significantly improved students' learning outcomes and classroom engagement in Social Studies among eighth-grade students of SMP Negeri 57 Muaro Jambi. The quantitative results indicate a substantial increase in the average post-test scores from 70.86 in Cycle I to 90.00 in Cycle II and a rise in the percentage of learning mastery from 43% to 91.3%, supported by an N-Gain improvement from 0.23 (low) to 0.67 (moderate–high). These data confirm that the adjustments made in Cycle II, particularly in enhancing student motivation, optimizing time management, and refining instructional facilitation, were effective in achieving higher learning performance. Qualitative findings further revealed that STAD created a more interactive and collaborative learning atmosphere. Students became more confident, motivated, and responsible for their learning, while the teacher's role evolved from an organizer to a facilitator and motivator who provided constructive feedback and emotional support. This change fostered positive interdependence, peer support, and mutual trust key components of

successful cooperative learning. The implementation of STAD also promoted 21st-century skills such as communication, collaboration, critical thinking, and creativity, making the learning process more meaningful and student-centered. Overall, the study concludes that the STAD cooperative learning model is highly effective in improving both cognitive and socio-emotional outcomes in Social Studies learning. It not only enhances academic achievement but also cultivates students' collaboration, empathy, and self-confidence.

REFERENCES

Anggraini, D. A., Mashfufah, A., Rahayuningsih, S., Kuswandi, D., & Ramli, M. (2025). The Effectiveness of the STAD Type Cooperative Learning Model on Student Learning Outcomes: Systematic Literature Review (SLR) with the PRISMA Protocol. Eduvest - Journal of Universal Studies, 5(4), 4744–4761. https://doi.org/10.59188/eduvest.v5i4.50011

Aryanti, Y., & Widodo, E. (2020). The Effectiveness of Student Team Achiement Divisions (STAD) Cooperative Learning In Science Learning On Analysis Skills and Social Skills. Journal of Science Education Research, 4(1), 22–27. https://doi.org/10.21831/jser.v4i1.34237

Azzahra, G., Vinolia Pratama, N., Nur Azizah, Z., Ruslan, A., & Syae Purrohman, P. (2025). Pendidikan Ips Dalam Mempersiapkan Siswa Menghadapi Tantangan Sosial Dan Ekonomi Di Masa Depan. Journal Inovasi Global, 3(2), 286–295. https://doi.org/10.58344/jig.v3i2.283

Bait, E. H., Mulyasari, E., Hendriawan, D., Arwasih, A., & Ulwan, M. N. (2025). Kurikulum Merdeka dan Dinamika Tujuan Pendidikan: Integrasi Capaian Pembelajaran (CP), Tujuan Pembelajaran (TP), dan Alur Tujuan Pembelajaran (ATP). Kalam Cendekia: Jurnal Ilmiah Kependidikan, 13(1). https://doi.org/10.20961/jkc.v13i1.97505

ESKOWATI, E. (2022). Peningkatan Keaktifan Dan Hasil Belajar Matematika Menggunakan Model Pembelajaran Cooperative Learning Tipe Student Teams Achievement Division Pada Peserta Didik Kelas Xi Sma Negeri 3 Pemalang. SECONDARY: Jurnal Inovasi Pendidikan Menengah, 2(4), 479–485. https://doi.org/10.51878/secondary.v2i4.1656

Hasmawati, H., Fakhruddin, F., Arifai, M., Najmiah, N., & Nurjannah, N. (2020). Application of STAD Cooperative Learning Model with Authentic Assessment of Increasing Knowledge Competencies and Competencies of Social Attitudes of Students at SMPN 40 Makassar. International Journal of Health, Economics, and Social Sciences (IJHESS), 2(1), 11–21. https://doi.org/10.56338/ijhess.v2i1.1246

Humaira, F., Insannia, M., Masyithah, Q., & Arifmiboy. (2024). "Pendekatan Holistik Dalam Penilaian Kognitif, Afektif, Dan Psikomotor Untuk Meningkatkan Kualitas Pembelajaran." Jurnal Kajian Agama Islam, 8(11), 122–128.

Ihsani, A. Z., Salsabila, R. A., & Rustini, T. (2023). Implementasi Pendidikan Karakter pada Pembelajaran IPS di SD Kelas Awal dalam Kurikulum Merdeka. Jurnal Pendidikan Tambusai, 7(2), 7487–7492.

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. Educational Researcher, 38(5), 365–379. https://doi.org/10.3102/0013189X09339057

Lampert, J., Burnett, B., & Lebhers, S. (2016). 'More like the kids than the other teachers': One working-class pre-service Teacher's experiences in a middle-class profession. Teaching and Teacher Education, 58, 35–42. https://doi.org/https://doi.org/10.1016/j.tate.2016.04.006

Lestari, S. D. (2022). Implementation of STAD Cooperative Learning to Improve Activeness and Learning Outcomes of Class VII B Students at SMPN 22 Semarang. Forum Ilmu Sosial, 49(2), 138–144. https://doi.org/10.15294/fis.v49i2.40444

Maggalatung, A., Auliyauddin, S., & Nursalam. (2025). Taxonomi Pendidikan Dimensi Pengetahuan, Sikap, dan Keterampilan. Jurnal Penelitian Ilmu-Ilmu Sosial, 2(9), 107–116.

Mauizatul, H. and, & Nurmina. (2023). Implementasi Penggunaan Metode Ceramah Dalam Pembelajaran Ilmu Pengetahuan Social. Pendidikan Dan Keguruan, 1(1), 32–42.

Novitasari, L., & Dahlan, D. (2025). Jurnal Pendidikan Ekonomi Indonesia: The Effect of STAD Model on Students ' Critical Thinking in Grade XI Economics at SMA Negeri 1 Cibingbin. 7(2), 46–70.

Nursaptini, & Widodo, A. (2022). Urgensi Penguatan Pembelajaran IPS di Sekolah dalam Menghadapi Tantangan Globalisasi dan Keanekaragaman Budaya. Jurnal Pendidikan Dan Konseling, 4, 1097–1102.

Rahmawati, M. (2019). Upaya Peningkatan Partisipasi dan Hasil Belajar Sosiologi pada Materi Kelompok Sosial melalui Model Pembelajaran Kooperatif Tipe STAD Siswa Kelas XI IPS 1 MAN 1 Bantul.

Risanatul, R., & Junaidi, J. (2022). Penyebab Peserta Didik Tidak Berpartisipasi Aktif dalam Pembelajaran Sosiologi di Kelas XI IPS 1 SMAN 4 Merangin Jambi. Naradidik: Journal of Education and Pedagogy, 1(3), 327–335. https://doi.org/10.24036/nara.v1i3.74

Rorimpandey, R. S., Wongkar, Y. H., Lengkoan, F., & Jein, M. (2025). Empathy, Confidence, and Collaboration : Exploring STAD 's Impact on Students' Social-Emotional Development. 7(2), 221–234.

Rukoyah, N. (2016). Pererapan Pendekatan Keterampilan Proses Untuk Meningkatkan Hasil Belajar Siswa Pada Pembelajaran IPS di Sekolah Dasar. Ilmiah Edukasi, 4(2), 189–192.

Setiawan, A., & Ismaniati, C. (2019). The Effectiveness of Cooperative Learning Approach with Student Teams-Achievement Division and Numbered Head Together to Improve Elementary School Students' Social Skills. 326(Iccie 2018), 40–45. https://doi.org/10.2991/iccie-18.2019.8

Sulistiowati, E. R., Taufiqulloh, & Prihatin, Y. (2024). Students' Motivation in Learning Narrative Text Using STAD. South Asian Journal of Social Sciences and Humanities, 5(2), 21–34. https://doi.org/10.48165/sajssh.2024.52o2

Wijaya, S. H., & Astuti, S. (2022). Jurnal basicedu. Journal Basicedu. Journal Basicedu, 6(3), 3736–3746. https://journal.uii.ac.id/ajie/article/view/971

Wulandari, I. (2022). Model Pembelajaran Kooperatif Tipe STAD (Student Teams Achievement Division) dalam Pembelajaran MI. Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar, 4(1), 17–23. https://doi.org/10.36232/jurnalpendidikandasar.v4i1.1754