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## The Implementation of Student Team Achievement Division and Talking Stick on Economics Subject

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### Abstract

The change that happens in human is due to the learning process that makes when someone is studying, then, the better the response decreases. However, it is not consistent with those observed during the teaching practice SMAN 2 Batu. The problem is in terms of liveliness that the lack of participation of student during the learning takes place while in terms of achievement only 40% of student who passes the daily tests, while 60% did not pass. If that is allowed, then most students will not be able to continue to a higher class. Meanwhile, this study is conducted to determine the implementation of Student Team Achievement Division (STAD) and Talking Stick in order to enhance the activity and student achievement of Economic in SMAN 2 Batu. This study is a qualitative study. Data Student Team Achievement Division (STAD) and Talking Stick drawn from learning sheet, data was taken from the student activity sheet student activity and learning achievement is taken from the pretest and posttest.

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## INTRODUCTION

Cooperative learning is a general term for a set of teaching strategies designed to educate group collaboration or interaction among students. Cooperative objectives create pro-academic norms among students, and pro-academic norms have a very important influence on student attainment (Slavin, R.E., 2005: 36). With cooperative learning is expected to improve student achievement and activeness in the classroom. In cooperative learning, there are various models of learning. Including learning models Student Team Achievement Division (STAD) and Talking Stick. Some opinions state that the Student Team Achievement Division (STAD) and Talking Stick is considered able to increase the activity and the interaction of learning achievement by still growing social relationships among students. It is in accordance with an opinion, Vigostsky (Slavin, 1994: 49) believes that higher mental functions generally arise in conversation or cooperation between individuals, before the higher mental functions are absorbed to the individual.

Student Team Achievement Division (STAD) is a cooperative learning method that is seen as the simplest method. With the STAD method students are expected to increase its value by still upholding social relationships between one individual with another individual. While Talking Stick method is a model of cooperative learning. Where formerly speaking rods have been used during the sabbatical by Indian tribes as a means of listening fairly and impartially. In Talking Stick method students are required to master and understand the material because this method tests the readiness of students through the questions contained in the stick.

The combination between the two models is the application of Student Team Achievement Division (STAD) and then balanced with Talking Stick on the subject of (Consumer Price Index) CPI, inflation, the fiscal and monetary policy will produce learning that can be used to improve student achievement while still upholding the social relationship between the students. At the beginning of the activity, the student may feel awkward, but it will gradually disappear by itself along with the application of the learning method because students feel they have a responsibility to increase the value of himself and his group. Besides the students become more vibrant and active in following the learning because students will feel challenged by the questions that are on the stick. So that the combination between the two is considered suitable and able to overcome the problems that exist in the SMAN 2 Batu, especially on the subject of CPI, Inflation, fiscal and monetary policy.

Based on previous study by Anggraini, & Sapir (2018), application of STAD cooperative learning techniques collaborated with Talking can improve student learning outcomes in cognitive and affective domains. In contrast with study by Khan, & Inamullah (2011), the result of their study showed that the students' achievements of both the groups were not significant.

## METHOD

In this study using action research. The approach used in this research is the qualitative approach. In this study, researchers used class XI SMA N 2 Batu, which amounted to 25 children. In this study, the data were analyzed qualitatively. Data on liveliness is taken through student activation observation sheet while

students learning achievement through *Pretest* and *Posttest* after application of cycles 1 and 2. In addition, the data is also taken from the observation of the researcher and photo and video document taken by the researcher and observer.

While the data source in this research is the economics teacher of SMAN 2 Batu. In this study using two types of research instruments namely treatment instruments and measurement instruments. Measurement instruments consist of learning scenario and student's worksheet. While the treatment instrument that is using the guidance of learning implementation of learning, guidelines of liveliness and student learning achievement.

## RESULTS AND DISCUSSION

In the observation of the implementation of learning, conducted by 2 peers of researchers in Agus Saifuddin and Irvam Ismaul. In the observation, sheet the implementation of this lesson is used to know the success of the implementation of learning arranged with 16 aspects adapted to the learning scenario. The observer will provide a checklist (v) and score 1 on the aspect that is considered appropriate at the time of the learning activity. Then the result will be calculated in percentage form with the guidance of the learning appraisal.

The implementation stage of applying the learning model on Student Team Achievement Division (STAD) which was put forward by Nur (in Thobroni, 2011: 294) and Slavin (2015: 143) that consists of five main components namely class presentations, teamwork, quizzes, individual improvement scores, and team rewards. in this study the implementation of STAD includes presenting the material by involving the students in general, making the group complete the task is given by the teacher, then each student as a group representative must answer given by the teacher as a determination of the value of the group and then the teacher rewards the team that has the highest score. so the implementation of the learning model Student Team Achievement Division (STAD) considered being in accordance with the existing theory that the team is the most important key feature in STAD.

Application of STAD learning model (Student Team Achievement Division) combined Talking Stick applied in SMAN 2 Batu can be said to run well due to reciprocal process between teacher and student at the application of Student Team Achievement Division Method (STAD) and Talking Stick. The process of reciprocity between teachers and students in learning is a response. This is evidenced by (1) students are very enthusiastic about the STAD learning model (Student Team Achievement Division Method) and Talking Stick although initially they look still so lay because they are not used to using the learning model, (2) the teacher tries to understand and learn about the learning model Student Team Achievement Division Method (STAD) and Talking Stick includes the stages and characteristics of the learning model compared to other learning models (3) good cooperation between teachers and students to learn from each other and correct mistakes. As explained by Sunarto (2008: 232) that in the learning process there is also a reciprocal process between teacher teaching and students who are studying. So get two-way communication, between teacher and students. Learning is a learning process built by teachers to improve students' thinking power to be more critical in responding to problems and can find solutions.

The increasing student activity is caused by several matters, such as (1) the teacher tries to re-explain the applied learning model so that the students better understand. (2) students are more passionate in the application of the learning model because the students are getting used to the learning model. This is in accordance with Sunarto's theory of 2008: 232) that the learning process is a fundamental basis for adjustment because starting this learning will develop patterns of response that will form the personality. Therefore, it can be concluded that the application of Achievement Division Method (STAD) method combined with Talking Stick on the economics subject has been going well and accordingly.

The subject matter CPI, Inflation, the fiscal and monetary policy can be learned through Achievement Division Method (STAD) and Talking Stick can be proven by improving students' activeness and achievement. Student activeness can be seen among others by participation in setting learning activity goals, affective pressure, student partitioning in learning activities, class cohesiveness, freedom of learning, giving time to tackle personal problems in accordance with an opinion (Yamin, 2007). Whereas in this study activity in learning is evidenced by participating students answering questions from teachers, students argue when the teacher asks questions, the cohesiveness of students in team and teacher learning gives students the freedom to learn through their resources and the teacher gives the students a chance to ask questions.

At the beginning of student learning appears less active. This is because students are not familiar with Student Oriented learning. The result from observation of cycle 1 that activeness of student in a category less active with a percentage equal to 48.43%. Therefore, need improvement and improvement. Improvements and improvements are made in cycle 2. Cycle 2 looks student already active start. It is marked by 1) Many students who collect summaries, 2) many students who argue when researchers ask students to give their opinions, 3) if students are less understanding of student explanations students do not hesitate to ask and ask for reexamination, 4) students begin to express confidence in his opinion with the reasons -reason. It is in accordance with Yusmiati's opinion (in Rizkina, 2013: 24) that learning opportunities given by teachers will guide students always actively seeking to process and manage the acquisition of learning. The result of observation data of cycle 2 that shows active category with a percentage equal to 74,21%.

From cycle1 that is equal to 48,43% to cycle 2 equal to 74,21% seen increase 25,78%. This increase is due to the teacher provides an opportunity for students to solve the problems that exist both individuals and groups so that students will be able to gain knowledge by acting actively in the process of learning activities undertaken. This is in accordance with the opinion of Sten (1988: 224) that learning opportunities provided by the teacher will lead the students are always active in searching for processing and managing learning abandonment.

In addition, this research also supports previous research conducted by Lainun (2010) through a study entitled "Application of Conceptual Learning Method Teethe Student Team Achievement Division (STAD) to Increase Student Participation and Learning Outcomes in Economic Mathematics Class X SMA N 1Tumpang". With the conclusion can increase student participation in learning because participation is one indicator of liveliness.

Besides through observation, the researchers also check the teacher's record of the students who collect the duties and opinion or ask questions. Based on the observation of cycle 1 in the less active category into cycles with active categories, it can be interpreted that STAD learning (Student Team Achievement Division) and Talking Stick able to increase the activity of students of Inter-Economy Class A SMAN 2 BATU.

While for the student's learning achievement, at the time of Cycle 1 before the start of the lesson the researcher gives the pretest to the students with the intention to know the student's early ability Paskahandriati, R. & Kuswardani, I. (2012: 6) that "... learning achievement is usually expressed by the form of value or the inexperience of achievement gained from the performance measurement results." of the pretest results, it can be seen that most students are less in preparing the material to be studied. then after posttest, the result of posttest is occupied category enough with a percentage equal to 69,77%. this is because students are still lacking in learning and understanding the existing material because it is still not familiar with the application of learning methods Team Student Achievement Division (STAD) and Talking Stick in addition to the constraints of students still less in learning activities. by looking at the existing shortcomings held cycle 2 improvement.

At the time of cycle 2, research is more set to timely in collecting tasks, besides that, there is a need for cooperation between one student with other students in the group and must work with its ability. apparently with these activities, can also affect on students. this is in accordance with the opinion of Suryabrata learning achievement can be influenced by factors from outside the student self and factors derived from the student self. factors from outside the student self that is a nonsocial factor and social factor. while the factor from within self that is a physiological factor and psychological factor.

When the pretest is held, students do it seriously, even though the material has not been taught. after pretest, the researcher goes on to give posttest. After the material is taught, the students do the posttest for 15 minutes. from the posttest result, it is known that the students score good category with a percentage of 73.80%. this is in accordance with the opinion of Adjani, S. & Adam H. (2012: 2) That student achievement is an important factor in determining student's success. From posttest result that was held in cycle 1 equal to 69,77% with enough category and cycle 2 that is equal to 73,80% with good category proved that STAD method (Students Team Achievement Division) and Talking Stick can increase student achievement. It is marked by an increased posttest of cycles 1 to 2 with an increase of

## CONCLUSION

Based on the formulation of the problem, from the results of observation and data analysis can be concluded as follows, the establishment of the Student Team Achievement Division and Talking Stick in the subject IHK, inflation, fiscal and monetary policies in class XI of SMAN 2 Batu can run well. Evidenced by the increase of cycle 1 with the good category to cycle 2 with the very good category. This can be interpreted that all the indicators in the implementation plan of learning are applied properly. This is due to the reciprocal process between teachers and students. Subject IHK, inflation, fiscal and

monetary policies can be learned through Students Team Achievement Division) and Talking Stick the economic interests of SMAN 2 Batu.

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