



## Application of the STAD model in learning analysis of intrinsic elements of class X saga texts

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### ABSTRACT

This research is motivated by the existence of constraint factors in Indonesian learning, one of which is that teachers in teaching in class are dominated by conventional methods and assignments, still using the lecture method without being balanced with the use of models that are in accordance with the material resulting in less interesting learning, this causes one of the factors of low student learning outcomes. This study aims to see the application of the STAD model in learning the intrinsic element analysis of saga texts in class X. This research is qualitative research, using descriptive analysis. The techniques used in data collection are interviews and observations. The subjects in this study were X-3 class teachers and X-3 grade students. Based on the results of research that has been carried out shows that the application of the *Student Teams Achievement Division* (STAD) model can be applied to learning intrinsic element analysis of class X saga texts, given evidence with student learning outcomes that have obtained above average, with this learning model can make students enthusiastic when learning Indonesian.

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## INTRODUCTION

Education is a process of learning along with teaching that intends to develop one's attitudes, values, skills and knowledge. Learning is the existence of a communication that is established between students and education (Musfiqon, 2012). Education strives to add religious, moral, cultural and social values to prepare for real-life experiences. Based on Law Number 20 of 2003 related to the National Education System, it is explained that education is a planned and conscious effort to create a learning process and learning atmosphere so that students actively develop their potential. Education is considered an important need for individuals to improve their quality of life and make a beneficial contribution to themselves, society, nation, and country. Education is used as a means to develop the creativity possessed by each individual. (Nurlela & Ismayati 2017) states that creativity arises from a great desire and strong motivation to overcome problems, driven by the challenges faced in solving those problems. This is in line with what was conveyed by

(Muqudis, 2015) That creativity is a person's capacity to create ideas or works that are new and different from those that have existed before, not limited to the fields of science, literature, or art. In education there is a learning, learning is an effective and efficient teacher's effort to help students during the learning process. (Author, 2020) said that the learning currently carried out in schools is still too much focused on the role of teachers, which results in poor student understanding, low learning outcomes, and learning processes that have not reached optimal levels.

Learning is said to be successful if learning can develop students' potential which is directly beneficial to their personal development. Thus, learning requires sufficient interaction with the learning resources used to provide learning opportunities to achieve the intended goals. That is, the interaction must be high so that the results obtained are maximized. Learning is said to be effective if it can achieve learning objectives. In the learning process, the task of the teacher is to facilitate the process by giving students the opportunity to use relevant and meaningful knowledge of students to discover and apply their own concepts, so that they can be said that the role of the teacher as a facilitator and mediator, allows learners to learn and learn with important ideas or principles from real experience, which leads to the dominance of the teacher in the learning process can be reduced. In addition, it can also improve learning outcomes and student activities (Suprijono, 2009).

To achieve the desired learning goals, a teacher can choose effective methods, strategies, models, and learning media so that the learning process runs as expected and achieves satisfactory results. The strategy is aligned with student characteristics along with learning materials. Teachers must have skills in managing classes, in learning teachers must pay attention to the characteristics of students first, it can help teachers prepare what is needed by students.

(Sugihartono, 2007) convey that If students have variations in learning styles in the classroom, then the level of understanding of the material taught by the teacher will also vary. This is done with the aim of achieving optimal results according to the individual needs of students, therefore a Teaching and learning strategies which are general patterns of student teacher activities to create teaching and learning processes efficiently and effectively. The goal includes the realization of several student abilities, namely affective, cognitive and psychomotor which can be tangible learning outcomes. (Sudajana, 2009) Student learning outcomes basically reflect behavioral changes that include cognitive, affective, and psychomotor aspects. It's not much different as for (Sanjaya, 2016) It also states that learning outcomes are the result of a person's mental interaction with their environment, which results in positive behavioral changes in various aspects such as knowledge, attitudes, and psychomotor skills. Factors that influence the acquisition of learning outcomes arise from within students such as character, mentality, enthusiasm for learning, steadiness in exams, ability to handle material. External factors such as educators who educate, learning climate, mentors, school units and learning or supportive media.

Learning Indonesian, in the Merdeka curriculum students learn language skills such as listening, speaking, writing and reading. (Tarigan, 2013) explained that practicing language skills means practicing thinking skills. This research focuses on analyzing the intrinsic elements of saga texts. (Hidayat, 2003) Submitting a hikayat is one of the types *folklore* Indonesian literature, hikayat in the form of fictional stories told in prose which is adapted to the culture and thinking of the community. Hikayat initially appeared in Malay literature with stories that were closely related to local beliefs and culture.

Based on the results of initial observations carried out by researchers in class X-3 of SMA Negeri 10 Semarang found obstacle factors in Indonesian learning, one of which is that teachers in teaching in class are still dominated using conventional methods and assignments, still using the lecture method not balanced with the use of models that are aligned with the material resulting in less interesting learning, this causes one of the factors of low learning outcomes. (Bahar et al., 2022)

argues that at In the world of education, the role of teachers is very important because they are responsible for the learning and development of students. Teachers are desired to be able to create innovations in learning that can add to the learning process of students. One form of innovation is to use various learning models to make the learning process more enjoyable for students. In this regard, the use of learning models is carried out to assist teachers in guiding the course of the learning process (Wismanto et al., 2022).

According to (Nurjanah, 2019) The learning model is a systematization of the way or technique of presentation used by teachers to organize the learning process with the aim of achieving learning targets. (Komalasari, 2010) Also argues that the learning model is a strategy applied by teachers to achieve success in the implementation of learning. In this study using the STAD learning model. As for (Featuring Magic & Akbar, 2017) explained that the STAD learning model can encourage student participation in expressing opinions, ideas, and ideas during the learning process. According to (Trianto, 2010)The STAD learning model involves the use of small groups of 4 to 5 members. In this study, the STAD cooperative learning model was applied through six steps: group division, material delivery, group discussion, quiz/question giving, conclusion, and awarding (Wibowo et al., 2016).

The stages consisting of the division of students into small groups, delivery of material by the teacher, group discussion to share understanding, giving quizzes or questions to test understanding, inference by the teacher, and awarding to groups that successfully meet certain criteria, are all designed to create an inclusive and collaborative learning environment. With the cooperation between students, it is expected that each team member feels empowered to help and support each other when mastering the subject matter. In addition, giving awards is also a stimulus that can increase student motivation in the learning process. Through this STAD model, it is expected that there will not only be an increase in understanding of the subject matter, but also the development of social skills, communication, and teamwork that will help students when facing various obstacles in the future.

The purpose of this study is to see the application of the *Student Teams Achievement Division* (STAD) model. Based on this, the researcher made an article entitled "Application of the STAD Model in learning intrinsic element analysis of class X saga texts". This research offers significant benefits for teachers, schools, and researchers in the future. One of them is to improve teaching capabilities for educators, especially in implementing new learning models that can arouse student interest in learning. By introducing learning models such as STAD (Student Teams Achievement Divisions), this research also contributes to changing the way we view the learning process, making it more interactive and engaging. Thus, this research can make a significant contribution in meeting the challenges of today's education, by providing a learning approach that is more relevant to the needs of students and the dynamics of learning today.

## RESEARCH METHODS

This research uses a qualitative approach. The method used in this study is the descriptive method. (Suggestion, 2019) Describe qualitative research methods, namely research methods based on the philosophy of postpositivism used to examine objects in real or natural conditions, not set or with experimental conditions where researchers are the key instrument. According to (Mahmood, 2011) Descriptive research is a way to understand natural phenomena by describing their characteristics. Unlike experimental research, this study does not try to establish a cause-and-effect relationship. Commonly used methods include observation, surveys, and case studies with the aim of providing a comprehensive picture of the observed phenomena. As for (Suharsimi, 2019) suggests that the descriptive method is a research method intended to collect information on a condition and certain conditions, then describe what happens when research is carried out in the form of a research

report. Researchers choose the descriptive method because they want to describe how the application of the learning model *Student Teams Achievement Division* (STAD) on students' cognitive learning outcomes when learning to analyze the intrinsic elements of class X saga texts.

According to (Wardani, 2007) Data collection techniques are considered a crucial step in research because without proper data collection and in accordance with established standards, a researcher will not succeed in obtaining accurate results. This study used interview techniques along with observation. (Sukmadinata & Syaodih, n.d.) Explain that observation or observation is a data collection technique that involves direct supervision of ongoing activities. The subjects in this study were grade X-3 students with a total of 36 students. To retrieve data, observations are carried out directly when subjects Indonesian analyze the intrinsic elements of the saga text.

## RESULTS AND DISCUSSION

The results of interviews and observations on the application of the *Student Teams Achievement Division* (STAD) model that researchers found related to learning to analyze the intrinsic elements of saga text, teachers apply the model to determine the cognitive learning outcomes of students in analyzing the intrinsic elements of saga texts that the teacher had previously explained and provided examples of how to analyze. This research was conducted on November 14, 2023 at SMA N 10 Semarang.

Based on the results of the observation process in class X-3 SMA N 10 Semarang, students are very active and happy in participating in the learning activity process of analyzing the intrinsic elements of saga texts using the *Student Teams Achievement Division* (STAD) model. It can be proven by the existence of one of the students saying that the existence of the media is able to make it easier for didk participants to analyze the intrinsic elements of the saga text because by grouping they can exchange ideas, ideas, and interact with friends to ask each other questions and by disquisite can train students to think critically. Observation activities during learning activities show that at the opening activity the teacher said greetings, prayed before learning activities, made attendance of students, apperception to direct the material to be learned, in this process students followed well, and discipline in following learning. When the core activity of students listens to the material presented, observing examples of how to analyze the elements of the saga presented by the teacher. The closing activity delivered reflection, evaluation, concluding learning activities from the material received, giving thanks as the end of the meeting. The model is able to increase student activeness and motivation, in contrast to learning to analyze the intrinsic elements of the saga test without using a model (STAD) to discuss, but only with lectures, namely explaining and giving examples of saga texts without being asked to practice directly how to analyze, students only absorb material based on something received from their teacher. Students only listen without being given the opportunity to try or practice until students are less motivated and quickly feel bored during learning activities.

The results of student learning scores before using the STAD learning model in learning intrinsic element analysis of saga texts, grade X-3 students numbered 36, with an average score of 80. The number of students who have not obtained an average score of 17 students or 47%. Students who have achieved grades above the average are 19 students or 53%. The results of learning scores after using the STAD learning model obtained an average score from the total number of students obtained, which was 85.8. The number of students who have not reached the average score is 14 students or 39% and the number of students who have reached an average of 22 or 61%. It can be concluded that the STAD model in learning the analysis of intrinsic elements of saga texts can be applied. This is evidenced through the learning outcomes of students who have obtained grades above the average.

Based on interviews with grade X-3 teachers of SMA Negeri 10 Semarang stated that the driving factor for the application of the STAD learning model in learning to analyze the intrinsic elements of saga texts can help students in conceptualizing difficult to be simpler and easier because discussions can streamline learning activities and can provide additional student absorption of learning material, responses from students to the material when student learning is more active towards The learning and grades produced have reached the average.

Based on the research that has been carried out, it can be concluded that the application of the STAD model can be applied to learning the analysis of intrinsic elements of saga texts in grade X-3 students of SMA Negeri 10 Semarang.

## CONCLUSION

Based on the results of the discussion, it can be concluded that the STAD model can be applied in learning the analysis of intrinsic elements of saga texts. Learning is going well. This can be proven through the ability of students with the results of learning scores that have been obtained above the average. Researchers submitted several suggestions to the teachers of grade X-3 SMA N 10 Semarang are expected to use innovative learning strategies so that students do not feel bored when studying so that they can improve learning outcomes and can follow the learning process well to increase the realization of learning objectives. The results of this study are expected to be used as a basis for further research by digging deeper into the factors that are low student learning outcomes. The limitations of this study are limited to the application of the STAD model in learning the intrinsic element analysis of saga texts, so it is recommended that subsequent researchers expand research on the application of the STAD learning model that can improve student learning outcomes according to the steps. The contribution of this research is that the results of research can be a reference for teachers in improving the learning process in the classroom. This research also contributes to the scientific literature by providing insight into the use of learning models in increasing students' understanding and interest in learning.

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