

The Influence of the Student Team Achievement Division Type Cooperative Learning Model on Critical Thinking and Learning Outcomes for Students in Indonesian Language Subjects at Madrasah Ibtidaiah Wahid Hasyim-Puger

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Abstrak

There are many problems when learning Indonesian. These include students who take Indonesian language classes for granted, students who consider Indonesian language classes to be boring, and students who do not want to actively participate in learning activities. They tend to be dominated by the teacher's explanation of the content. One of her learning models is the Student Team Achievement Division cooperative Learning Model. was chosen because it provides opportunities for students to actively participate in learning, allows them to gain direct experience in discovering concepts from the content they have learned, and allows them to think critically. Because it is based on ideas. concluded study uses causal research methods to examine the relationships of variables to the objects under study. Therefore, there are independent/free (X) and dependent/constrained (Y) variables in this study. The population of this study, which used a pre-test, post-test design, consisted of his 60 students from MI Wahid Hashim Jember Indonesia. The "Student Team Achievement Category" type collaborative learning model has the potential to improve learning outcomes and critical thinking ability, and after the implementation of the "Student Team Achievement Category" type collaborative learning model, learning outcomes in Indonesian language subjects improved. concluded. Applied to Indonesian language subjects



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INTRODUCTION

Learning is a consciously carried out, targeted and planned endeavor in which goals are set before the process is carried out and its execution is controlled with the intention that

learning will take place within the person. Especially when it comes to learning Indonesian, there are many problems such as students who take Indonesian language classes for granted, students who find Indonesian language classes boring, and students who do not want to actively participate in learning. It tends to be a learning activity that only explains things. This definitely impacts student learning outcomes (Ni Md Ayu Widiyanti, Kt Pudjawan, 2013)

The method of improving learning outcomes and achievement in Indonesian language classes, which are not based on the personal qualities of each student. Because of this, innovative learning models are required to enhance the learning results of every student with a variety of features. (Priawasana et al., 2020)

the application of a cutting-edge cooperative learning paradigm, such as the Student Team Achievement Division sort of model. This particular learning model was selected because it is predicated on the notion that the Student Team Achievement Division type Cooperative Learning model offers chances for students to participate actively in their education, giving them firsthand experience in uncovering concepts from the content they are studying (Adiputra & Heryadi, 2021; Hasan et al., 2013)

Theoretical Framework

Cooperative tipe Student Team Achievement Division

The Student Team Achievement Division kind of cooperative learning is a straightforward learning method that is highly relevant and acceptable for use in primary school instruction. This is due to the fact that Student Team Achievement Division cooperative learning is seen as exemplary for fostering empathy and an engaged, imaginative, and inventive attitude in order to enhance student learning results. Even the Student Team Achievement Division type of Cooperative Learning model trains democratic problem solving, fosters social interaction patterns of mutual respect and tolerance for friends' opinions, and gives students a platform to voice their opinions so that learning is not overly repetitive. (Julianto, 2011: 18).

Likewise according to (Muhammad Abdul Basir, 2022) also stated that the role of Cooperative learning in the Student Team Achievement Division type is a type of Cooperative learning which emphasizes activity and interaction between students to motivate each other and help each other master the material in order to achieve maximum achievement. Furthermore (Fitriah et al., 2018) explains that Student Team Achievement Division, a sort of cooperative learning, allows students to become accustomed to working in teams and assisting one another in solving problems.

One of the characteristics of the Student Team Achievement Division type Cooperative learning assessment reference is the utilization of small study groups consisting of four to five students each, with a varied number of members. Learning outcomes in the form of academic accomplishment, tolerance, accepting diversity, and social skill development were the focus of the development of the Student Team accomplishment Division type Cooperative Learning learning model. (Muhammad Abdul Basir, 2022)

In order to improve learning outcomes and student activities, the Student Team Achievement Division kind of Cooperative Learning model is expected to support and condition students' development of active and innovative attitudes and social skills.

critical thinking

Although teachers rarely give critical thinking any thought, it is a skill that is beneficial to students' learning at all levels. Even if practicing thinking skills is necessary, kids still need to exercise other skills because thinking skills are ingrained in their thought processes. Students who practice questions on a daily basis will see an increase in the effectiveness and automation of their preexisting thinking abilities. (Setiawan & Royani, 2013). The ability to think critically is a focused, well-defined process that is utilized in mental tasks like problem solving, decision making, persuasion, assumption analysis, and scientific inquiry (Kirana & Kusairi, 2019).

The ability to think critically is a skill that may be developed or not, and competent critical thinking will satisfy a number of academic requirements, including coherence, clarity, relevance, sufficiency, and so forth. It's crucial to use critical thinking techniques when learning Indonesian. The study's findings demonstrate how critical thinking in Indonesian language instruction might raise students' performance. (Kurniawan, 2018). Supported by other opinions, (Adiputra & Heryadi, 2021) states that critical thinking is very important in the learning process.

This method includes two stages. In the first, students develop the fundamental concepts, theories, and principles that are present in the subject matter. We refer to this stage as internalization. The second stage is when students successfully apply these concepts, rules, or theories to real-world situations..

The assessment reference found in Student Critical Thinking is a crucial component that evaluates how well students are able to use their cognitive abilities to identify and

evaluate information in order to plan problem-solving strategies, analyze problems in a systematic and focused manner, and distinguish them from one another. This viewpoint is bolstered by (Degeng & Miaarso, 1990) This illustrates how decision-making and problem-solving require critical thinking in order to assess arguments, analyze situations, and reach relevant conclusions. Individuals with critical thinking skills may draw conclusions from their knowledge, apply information to solve difficulties, and look for pertinent sources of information to help them solve challenges. (Ullynuha et al., 2015) Based on the explanation above, critical thinking skills are the basic ability to solve a student's problems in the learning process

Student learning outcomes

Learning that leads to better changes requires changes by balancing cognitive aspects, psychomotor aspects and affective aspects of students. The cognitive aspects applied include: remembering, understanding, applying, analyzing, evaluating and creating. The psychomotor aspects applied include work preparation, work processes, work results, work attitudes and work time. (Husna & Sugito, 2021)

Spiritual attitudes toward God and social attitudes toward other people make up the attitudinal/affective component. Honesty, tolerance, civility, self-assurance, self-control, discipline, accountability, and cooperation/mutual cooperation are some examples of these attitudes. collaborate with one another. An indicator of a student's progress in the learning process is the learning outcomes. Learning changes are the result of experience or practice that is done consciously and purposefully, not by accident. Changes in behavior that follow the teaching and learning process in line with educational objectives are known as learning outcomes..

According to the instructor, the theme in the tingkat dasar (SD) of the Bahasa Indonesia course is hafalan, which is not a very interesting subject to study. Thematic teaching of Bahasa Indonesia is teaching that is consistent with concepts, evidence, and facts that need to be verified but do not need to be tested. (Tatu Hidayah, 2016).

The upgraded curriculum's requirements must be met for learning outcomes to be deemed successful, and Indonesian language learning indicators serve as benchmarks for this declaration. It is vital in the field of education to measure learning outcomes. Because the ability and success of students in learning Indonesian subjects are also known by the outcomes of their study of such courses. Assessments and evaluations can be used to

determine the effects of taking Indonesian language courses, with the goal of guaranteeing that students see improvements. As per Bloom's taxonomy, (Santrock, 2018) There are three domains of learning outcomes as a reference in learning, including: cognitive, affective and psychomotor.

METHODS

There are independent/free (X) and dependent/bound (Y) variables in this study because it employs the causal relationship research method (causalistic) to examine the link between variables and the object of inquiry. Children and students in the VA class at MI Wahid Hasyim, District: Puger, Regency: Jember, comprising 30 students for the Purpose Sampling technique and 60 students for the saturation population, comprised the study's population. field of research

Results

The Influence of the Student Team Achievement Division Type Cooperative Learning Model on Students' Critical Thinking and Learning Outcomes in Indonesian Language Subjects" research questionnaire data's normality test results are as follows. The findings of the statistical test known as the One-Sample Kolmogorov-Smirnov Test reveal the degree of normalcy associated with a study variable. If a variable or construct's Kolmogorov-Smirnov Test value is greater than 0.05, it is considered normal. The better the data normality value (well distributed), the closer the Kolmogorov-Smirnov value is to one. Results of the normalcy test are displayed below:

Table 1: Kolmogorov-Smirnov Test Results for Data Normalcy Test

<i>No</i>	<i>Variable</i>	<i>Nilai Kolmogorov-Smirnov Test</i>	<i>Keterangan</i>
	<i>Critical thinking</i>	<i>0,200</i>	
	<i>learning outcomes</i>	<i>0,250</i>	

Test of Homogeneity

The questions "The Influence of the Student Team Achievement Division Type Cooperative Learning Model on Students' Critical Thinking and Learning Outcomes in Indonesian Language Subjects" yielded the following results for the homogeneity test. The outcomes of statistical tests reveal a research variable's degree of homogeneity. If the homogeneity value of a variable or construct is more than 0.05, it is considered homogeneous. The greater the data value (well distributed), the closer the homogeneity value is to one. The Homogeneity test results are displayed below.i:

Table 2. Results of Homogeneity Test of Research Data

No	Variabel	Nilai sig	keterangan
	Critical thinking	0,396	signifikan
	<i>learning outcomes</i>	0,291	signifikan

The results show homogeneity of the data with a gain of $0.335 > 0.05$, so it can be said that the data has a high level of homogeneity.

Table 3. Cooperative Learning Model Data Student Team Achievement Division Type on Critical Thinking and Student Learning Outcomes

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	229.302	2	114.651	5.71	.074
	Residual	1140.164	27	42.228	5	^b
	Total	1369.467	29			

a. Independent Variable: Model PBL

b. Predictors: (Constant), Hasil Belajar, Berfikir Kritis

By obtaining the result requirement of $0.074 < 0.08$ (satisfied significance), $f_{count} = 5.715 > 4.18$ (indicating that there is an influence of related variables), it is concluded that H_0 is rejected and H_1 is accepted with a percentage value of success in implementing variables of 81.7%.

DISCUSSION

High learning objectives and a rise in critical thinking would undoubtedly benefit both students and schools. In addition to being able to continuously learn about each student's interpersonal traits, the benefits include raising students' brain intelligence in the learning process and decreasing their ignorance and criticality. These findings have been demonstrated in this research. since of these circumstances, Indonesian language subject teachers in schools need to keep focusing on student engagement and learning outcomes since if these are high,.

Teachers of Indonesian language frequently call the class and ask the pupils why they are acting in that way in order to offer guidance to those who lack a strong sense of critical thinking sensitivity. It is also evident that teachers providing guidance counseling are never irate with pupils who disobey rules; instead, they merely inquire as to why they are acting that way. and offer advice on how to avoid doing that. The instructor then makes sure to inquire about the value of using the Student Team Achievement Division

Type Cooperative Learning model throughout the teaching and learning process..

When solving a problem, critical thinking is crucial. The outcomes of MI's critical thinking abilities Wahid Hasyim, District: Puger, Regency: Jember have grown more than they were previously due of the Student Team Achievement Division Type Cooperative Learning Model, which groups students to help them solve problems.

Students will learn how to share ideas and thoughts with one another through this. Students in the experimental class can outline an issue, make an argument, use induction and deduction, conduct fact-based assessments, and suggest solutions or methods of solving it. Every student has the opportunity to voice his or her opinion and contrast it with that of a buddy in order to consider one another's perspectives and determine the best course of action for resolving the current issue..

Additional pertinent research, such as research, backs up this study. (Dwi et al., 2022) found using the STAD learning model has a greater impact on students' critical thinking outcomes on average than using traditional methods; if a teacher can offer effective stimulus, like the STAD learning model, it is thought to be able to support the learning process, so that students' critical thinking skills are seen to be improving and growing..

Then the result of (Khalistyawati, 2013) indicates that the use of Jigsaw cooperative learning has a more positive and significant impact than the use of STAD cooperative learning, and that both models have a positive and significant influence on cooperative character, critical thinking abilities, and cognitive learning outcomes.,

according to research (Ramadhan et al., 2016) Students' critical thinking abilities are impacted by the STAD learning model since group members support one another in studying subjects so that they can collaborate and have discussions while also feeling free to voice any thoughts or suggestions..

Then according to research (Hasan et al., 2013) demonstrates how students' critical thinking average has risen with each cycle and how they can collaborate to solve problems and share ideas in group learning exercises..

Kesimpulan

1. Penggunaan Model *Cooperative Learning Tipe Student Team Achievement Division* mampu mendorong siswa belajar lebih giat dan lebih aktif karena siswa

dilibatkan langsung untuk mengembangkan pemahaman dan penugasannya dalam pemecahan suatu masalah.

2. Pemanfaatan Model *Cooperative Learning Tipe Student Team Achievement Division* lebih baik karena mampu meningkatkan hasil belajar sehingga disimpulkan bahwa terjadi peningkatan Hasil Belajar mata Pelajaran Bahasa Indonesia siswa setelah diterapkan Model *Cooperative Learning Tipe Student Team Achievement Division* dalam mata pelajaran Bahasa Indonesia

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