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# Improving Motivation And Learning Outcomes In Social Studies Through The Stad Type Cooperative Learning Model In Grade 7 Students Of Frater Don Bosco Tomohon Junior High School North Sulawesi Province

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**ABSTRACT**

Motivation is one of the factors that influence students' learning outcomes. With high learning motivation, it is expected that students will achieve better and more satisfactory results. One of the learning models that can be used to improve students' motivation and learning outcomes is the cooperative learning model of the Student Teams Achievement Divisions. This study aims to improve students' motivation and learning outcomes through the implementation of the cooperative learning model of the Student Teams Achievement Divisions type on the topic of social interaction. This model emphasizes cooperation in heterogeneous groups, where students help each other understand the material and are then evaluated individually to contribute to the group score. In this study, motivation and learning outcomes are considered successful if more than 80% of students show improvement (classical completeness). The data were obtained from motivation questionnaires and students' learning achievement tests administered before and after the implementation of the Student Teams Achievement Divisions learning model at SMP Frater Don Bosco Tomohon North Sulawesi Province. The results show that the implementation of the Student Teams Achievement Divisions cooperative learning model was able to improve students' learning motivation, with 77.8% of students showing improvement in cycle I, increasing to 85.2% in cycle II. In addition, students' learning outcomes also showed significant improvement, as indicated by the increasing number of students achieving learning mastery in each cycle. A total of 23 out of 27 students (85.2%) experienced improvement after participating in the Student Teams Achievement Divisions learning model, which falls into the very high category on the topic of social interaction.



## 1. Introduction

Education is a fundamental aspect of human resource development, with teaching and learning activities at the core of the process. At the junior high school (SMP) level, Social Studies (IPS) plays a crucial role in shaping students' understanding of the relationships between humans, society, and their environment. However, the reality on the ground shows that not all

students have a strong interest in this subject. Based on observations and discussions with a 7th-grade Social Studies teacher at Frater Don Bosco Tomohon Middle School, it was discovered that most students lacked interest and struggled to master basic IPS concepts, particularly in the topic of Social Interaction. Several key problems identified in the classroom learning process included: (1) students tended to be passive and less actively involved in learning activities; (2) the teaching method used was still dominated by lectures, resulting in a monotonous and boring learning environment; and (3) student grades fell far below the Minimum Completion Criteria (KKM) set by the school. These conditions indicate serious problems that require solutions to ensure successful learning objectives.

According to Suprijono (2009), motivation is the factor that most significantly influences student learning outcomes. Motivation is the drive within a person to strive for behavioral changes for the better in order to meet needs and achieve goals. Motivation is divided into two types: intrinsic motivation (originating from within) and extrinsic motivation (originating from outside the self). Although intrinsic motivation is considered stronger and more desirable, in reality, many students lack it. Therefore, teachers are required to be able to foster this motivation by selecting appropriate learning strategies and models that can activate students and foster curiosity about the material being studied.

One alternative solution that can be implemented is the use of cooperative learning models. One type of cooperative learning that the author believes can motivate students to participate actively in the teaching and learning process is the Student Teams Achievement Divisions (STAD) cooperative learning model. According to Trianto (2010), in this STAD cooperative learning model, students work in heterogeneous groups of four. After the teacher presents the prerequisite material, the groups work together to understand the material, discuss it, help each other, and ensure all members have mastered the lesson (in this case, the teacher guides students as needed to grasp the concepts). Next, the results of the student groups' work are discussed together in front of the class. Each student is free to express and communicate their ideas with other students. Then, at the end of the learning activity, students are given a quiz on the material learned that day. Based on theoretical considerations and field conditions, this study aims to determine whether the application of the STAD cooperative learning model can improve the motivation and learning outcomes of grade 7C students at Frater Don Bosco Tomohon Middle School in the subject of Social Interaction.

This research is expected to provide the following benefits:

- For Teachers: To serve as a reference and alternative learning method that can be used to improve and enhance the quality of the classroom learning process, particularly in Social Studies.
- For Students: To help increase motivation, interest, and learning outcomes, as well as foster social skills and collaboration among peers.
- For Schools: To contribute ideas to efforts to improve the quality of education and learning at Frater Don Bosco Tomohon Middle School.
- For Researchers: To increase insight and real experience in implementing the STAD type cooperative learning model and solving learning problems in the classroom.

## 2. Method

a. Research Design

This study used the Classroom Action Research (CAR) method. CAR was chosen because it aims to solve real-life classroom problems and improve learning practices. The model used refers to the Kemmis and Taggart model, which consists of iterative cycles, with each cycle containing four main stages: Planning, Action, Observation, and Reflection. This research was conducted in two cycles until the success indicators were achieved.

b. Research Location and Subjects

The research was conducted at Frater Don Bosco Middle School, Tomohon, specifically in class 7C from March to April 2026. The research subjects were 27 students, consisting of 12 boys and 15 girls.

c. Research Procedure

Cycles I and II:

Planning: Developing a Lesson Implementation Plan (RPP), Student Worksheets (LKS), motivation questionnaire, and learning outcome test. Formation of heterogeneous study groups.

Implementation of Actions: Implement learning according to the STAD model: material delivery, group discussions, individual quizzes, and awarding awards.

Observation: Observe student activity, cooperation, and classroom atmosphere during the learning process.

Reflection: Analyze questionnaire and test data to evaluate the success of the actions and determine improvements for the next cycle.

d. Data Collection Techniques

Motivation Questionnaire: Use a Likert scale (4 answer choices) to measure students' motivation levels before and after the actions.

Learning Outcome Test: Use descriptive questions to measure students' mastery of the material, administered in the form of a pre-test, a final test for Cycle I, and a final test for Cycle II.

Observation: Observation sheets to assess student participation and cooperation during the learning process.

e. Data Analysis Techniques

Data were analyzed descriptively and quantitatively using the following steps:

1. Calculate the average score and percentage increase in motivation and learning outcomes.

2. Categorize improvements based on the following criteria: Very High (>80%), High (65%–79.9%), Low (50%–64.9%), and Very Low (<50%).

3. Research success is indicated by an increase of more than 65% for motivation and more than 80% for learning outcomes, and classical mastery of learning outcomes reaching >75%.

## 3. Result and Discussion

a. Description of Initial Data

Before implementing the action, initial data were obtained to illustrate the actual conditions:

- Learning Motivation: The average score on the initial questionnaire indicated that student motivation was in the moderate category. There was no indication of widespread active participation.
- Learning Outcomes: The average initial test score was 67.8, with a completion percentage of only 51.8%. Most students had not yet mastered the basic concepts of Social Interaction.

This condition underpins the need to implement a new learning model.

b. Research Results for Cycle I

Implementation of Action: In Cycle I, learning was carried out according to the STAD steps. Students were divided into six groups. The process went quite well, but several obstacles were still encountered, such as: some students were passive in their groups, discussion time was not distributed evenly, and some students still had difficulty completing the evaluation questions.

Data Results:

1) Learning Motivation:
   - o The average questionnaire score increased from 72.4 to 76.8.
   - o A total of 21 of 27 students (77.8%) experienced an increase in their scores.
   - o Improvement Category: High.
2) Learning Outcomes:
   - o The average test score increased from 67.8 to 74.2.
   - o Nineteen out of 27 students (70.4%) achieved the Minimum Criteria (KKM).
   - o The percentage increase in learning outcomes reached 70.3%.

Cycle I Reflection:

Although there was improvement, this figure did not meet the maximum success indicator (>80%). Therefore, the research continued to Cycle II with improvements in group assignments and more intensive teacher guidance.

c. Cycle II Research Results

Improved Actions:

In Cycle II, the teacher provided a clearer assignment for each group member, provided more guidance to weak groups, and re-emphasized the rules of cooperation. The classroom atmosphere was more controlled and students were more enthusiastic.

Data Results:

1) Learning Motivation:
   - o The average questionnaire score increased to 81.5.
   - o Twenty-three out of 27 students (85.2%) experienced an increase in their scores.
   - o Improvement Category: Very High.
2) Learning Outcomes:
   - o The average test score increased to 82.1.
   - o A total of 23 out of 27 students (85.1%) achieved the Minimum Competency (KKM).

o The percentage increase in learning outcomes reached 85.2%.

Reflection on Cycle II:

The results in Cycle II exceeded the established success indicators. Significant improvements were seen in both motivation and learning outcomes. The research was discontinued until Cycle II.

d. Discussion

Based on the data obtained, it was evident that the implementation of the STAD cooperative learning model had a significant positive impact.

**Improved Learning Motivation:**

The increase in motivation from 77.8% to 85.2% indicates that the STAD model is able to stimulate students' enthusiasm for learning. This aligns with Slavin's theory, which states that the group reward system and individual responsibility in STAD create an atmosphere of healthy competition and a sense of social responsibility. Students who were previously passive become more active because they are encouraged by their groupmates to achieve rewards for their group. The aspects of cooperation and mutual assistance also create a more enjoyable learning atmosphere, increasing enjoyment and interest in social studies material.

**Improved Learning Outcomes:**

The increase in learning completion from 51.8% to 85.1% demonstrates the model's effectiveness in facilitating conceptual understanding. In STAD, students not only receive material from the teacher but also teach it to their group mates. The process of re-teaching the material to others has been shown to strengthen students' conceptual understanding. Furthermore, the presence of individual quizzes encourages each student to strive to master the material in order to contribute points to their group. This aligns with Trianto's opinion that cooperative learning can improve academic outcomes due to cognitive interaction between students.

**Consistency with Relevant Research:**

The results of this study align with research by Armanisah (2021), which found that the implementation of STAD increased student learning motivation by up to 89%, and research by I Ketut Gerot Winarta (2020), which showed learning completion reached 88%. This strengthens empirical evidence that the STAD model is effective in social studies.

## 4. Conclusion

Based on the data analysis and discussion outlined above, the following conclusions can be drawn:

a. The implementation of the Student Teams Achievement Divisions (STAD) cooperative learning model can improve the learning motivation of 7th-grade students at Frater Don Bosco Tomohon Middle School in Social Interaction. The increase in motivation reached 85.2%, which is considered very high.

b. The implementation of the Student Teams Achievement Divisions (STAD) cooperative learning model can improve the learning outcomes of 7th-grade students at Frater Don Bosco Tomohon Middle School in Social Interaction. The student learning completion rate increased to 85.1%, and the improvement in learning outcomes reached 85.2% (a very high category).

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