EFFECTIVENESS OF STAD COOPERATIVE LEARNING MODEL-BASED CHARACTER EDUCATION IN PRIMARY SCHOOLS

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The research objective was to determine the effectiveness of cooperative learning model type STAD-based character education in primary schools. The focus of this research is based on analysis of affectivety of learning attitude that values religious character, tolerance, spirit of nationalism, and responsibility as well as cognitive learners that is the work of the group and answer questions individually. The method used was survey method with a qualitative approach at the primary school level. Total population in the study there were 20 learners using saturated sample 20 learners. Location of the study focused in class V SDN 244 Pammana, Pammana Wajo regency of South Sulawesi province. The indicators were developed is composed of affective value of religious character, tolerance, spirit of nationalism, and responsibility and cognitive indicators consisting of group work students and answers to questions of each individual. The research results by using STAD type of cooperative learning model based character education in primary schools a reality show that in addition to the embedded values of the characters learners are also effective in the implementation of learning.

Keywords: effectiveness, learning outcomes, character-based STAD

Introduction

In general, until now the learning process is done at the school by transfering knowledge from educators to students in the form of classical learning pattern / lectures which resulted in the activities of learners in the classroom is passive, so that the learning process does not stimulate learners, creative and have the ability to work in the low group. Phenomena such educational activities is still far from the expected, for it is necessary to create cooperative learning patterns that help students to be active in the learning process more over, It is time that educators must master the learning models that can develop the thinking skills of learners hence the role of a teacher / educator is very important decisive in improving students' learning motivation and competence.

The tendency for authoritarian teacher and instructive become one-way communication, the teacher who plays an active role here while the students passively accept only the subject matter presented by the teacher, this means less teachers provide opportunities and freedom to students to express their opinions so that students become passive and this situation is contrary to students active

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learning. Based on the results of the study conducted on the model of learning, then one effective solution is the implementation of cooperative learning model type Student Team Achievement Division (STAD) a creative and innovative learning model that allows students actively involved in the learning process so that a positive impact on the quality of interaction and communication between students. STAD cooperative learning model that is appropriate to apply the learning in primary school where the learning process in primary schools typically require students to do a lot of learning and cooperative learning experiments.

Furthermore, in line with the implementation of cooperative learning model type STAD emphasizing cooperation needs to be balanced by the application of the values of character for character education is an attempt to help the mental development of children born of the nature and the inner nature towards human civilization and better. Character education is an ongoing process and never ending improvement countinuous proces resulting quality improvement aimed at the future realization of the human figure, and is rooted in the cultural values of the nation.

In normative vision and mission of character formation contained in Law No. 20 Year 2003 on National Education System Article 3 states that "national education serves to develop the ability and character development and a dignified civilization in order to educate the nation aimed at developing the potential of learners in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible". Therefore, teachers must think and plan systematically in the implementation of teaching to improve learning opportunities for students and improve the quality of teaching.

This study focused on the analysis of affectiveness attitudes of learners that values religious character, tolerance, spirit of nationalism, and responsibility jwab and cognitive learners is group work and answer questions individually. The method used was survey method with a qualitative approach at primary school leve

Research Method

This type of research is a quantitative survey method at primary school level. To gather the necessary data in this study used a questionnaire technique, observation and tests. The use of such data collection techniques as follows:

1. Observation: Observation as data collection techniques that have specific characteristics compared with interview techniques and questionnaires. If the interviews and questionnaires always communicate with people while observation is not limited to people, but also natural objects to another. Observation sheet used to collect data on the implementation of the lessons learned from the Assessment Sheet learners so that would be obtained data on the value of the student or affective character of students, which in turn appears effective or not a learning model.

2. Test: This test method is used to determine student achievement test for the implementation of learning using learning devices. Preparation of achievement test is intended as a set of test tools that can be used to assess learning outcomes on a learning model.

The research indicators, namely:

1. Affective indicator consists of the value of a religious character, tolerance, spirit of nationalism, and responsibility.

2. Cognitive indicator consists of the work of the group of students and individual learners to answer a number of questions.
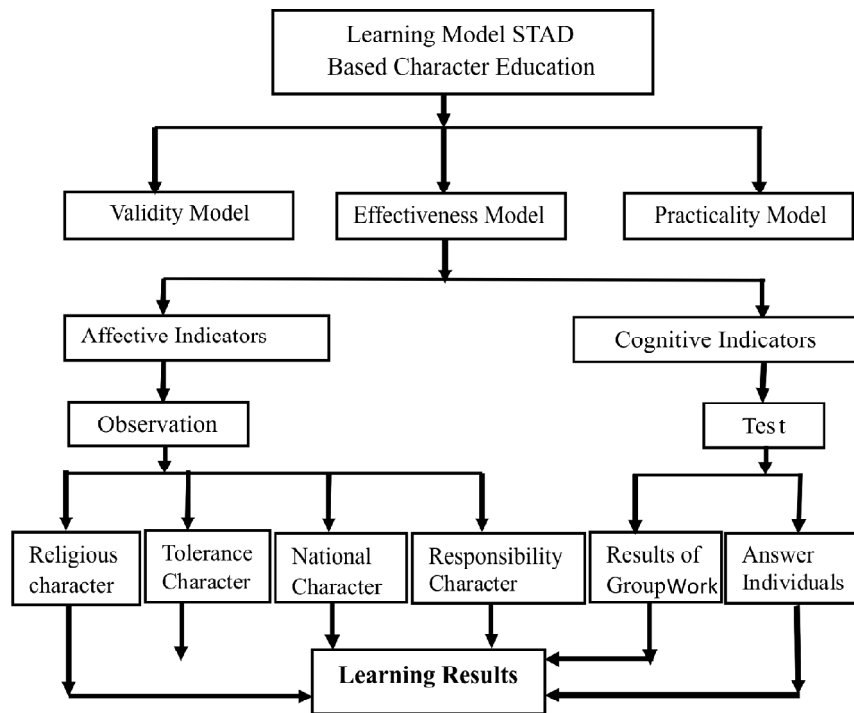

Figure 1:   Conceptual Framework

This study originated from the development of education-based learning model STAD character. According to this study, there are three criteria, namely the validity, effectiveness, and practicality. Of the three criteria are then chosen as the focus of the discussion is the effectiveness, once bore the title of the research that the effectiveness of school-based learning model STAD character. This research there are two indicators that afekif and cognitive, the affective indicator by using the methods of observation it will get the value of a religious character, tolerance,

spirit of nationalism, and responsibility while the second indicator cognitive using the test didapatlah value of group work and the value of the individual answers on some questions. Based on the values of affective and cognitive produce learning outcomes of students.

Research Method

1. Affective Indicators

TABLE 1: RATE INDICATOR AFFECTIVE ON RESPONDENTS

Respondents	Affective Value				Amount	Average
	1	*2*	*3*	*4*		
1	50	70	65	75	260	65
2	80	80	85	65	310	78
3	85	55	80	70	290	73
4	70	80	95	55	300	75
5	80	75	55	80	290	73
6	75	80	60	80	295	74
7	85	95	85	90	355	89
8	65	85	80	85	315	79
9	60	50	75	70	255	64
10	90	55	50	95	290	73
11	75	80	50	75	280	70
12	95	95	90	95	375	94
13	70	65	65	65	265	66
14	80	85	85	90	340	85
15	50	85	65	95	295	74
16	90	80	95	85	350	88
17	75	75	90	75	315	79
18	85	80	65	70	300	75
19	80	80	90	70	320	80
20	80	55	75	55	265	66
21	70	80	80	80	310	78
22	85	85	75	80	325	81
23	65	70	70	75	280	70
24	80	85	85	80	330	83
Total	1.820	1.825	1.810	1.855	7.310	1.832
Average	**76**	**76**	**75**	**77**	**304**	**76**

Source: observation sheet research results 2015
Specification:
*Affective 1 = religious character *Affective 3= national character
*Affective 2 = tolerancecharacter *Affective4= responsibility characters

Based on the results of the research data on affective which consists of four components yatu religious character values, tolerance, spirit of nationalism, and the responsibility it can be depicted in the form of tables, graphs, and descriptive analysis as follows:

TABLE 2: THE DISTRIBUTION OF AFFECTIVE RATINGS

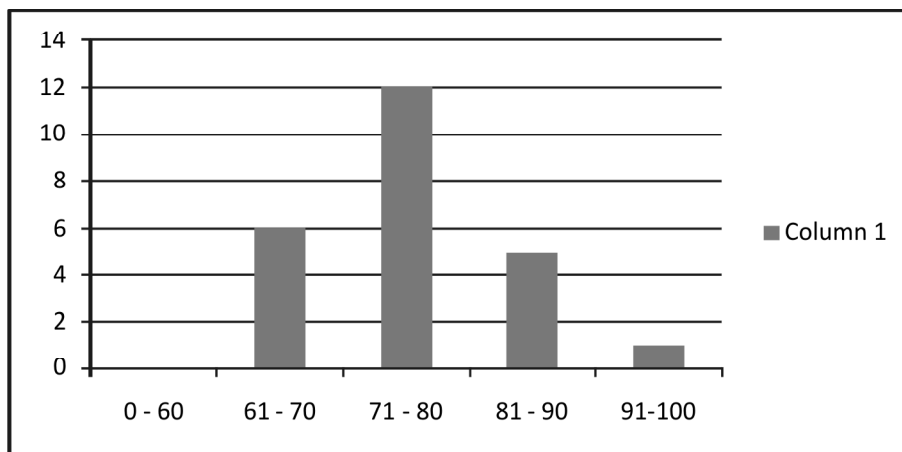| Range Value	Frecuency	%
91 – 100	1	4
81 – 90	5	21
71 – 80	12	50
61 – 70	6	25
0 – 60	0	0
Total	24	100

Figure 2:   Graph affective assessment results

Based on the table and the graph shows that learners who numbered 24 people at varying affective value that no one gets nlai on a range of values 0-60, there are 6 people got value in the range of grades 61-70, there are 12 people scored on a range of values 71 -80, there are 5 people got value in the range of grades 81-90, and no one person gets the value on the range of values 91 - 100. The number of students who scored the highest 1 with a value of 94 and got the lowest value 1 with the value 64. If the values are added together will get further value averaged 1.832 to 76.

2. Cognitive Indicators

TABLE 3: RATE COGNITIVE INDICATORS ON RESPONDENTS

Respondents	Cognitive Value		Amount	Average
	Work in group	Answer Individuals		
1	75	75	150	75
2	75	75	150	75
3	75	75	150	75
4	75	70	145	73

contd. table 3

Respondents	Cognitive Value		Amount	Average
	Work in group	Answer Individuals		
5	75	80	155	78
6	85	75	160	80
7	85	95	180	90
8	85	70	155	78
9	85	80	165	83
10	85	70	155	78
11	90	85	175	88
12	90	95	185	93
13	90	80	170	85
14	90	75	165	83
15	90	80	170	85
16	80	90	170	85
17	80	70	150	75
18	80	80	160	80
19	80	70	150	75
20	80	65	145	73
21	75	55	130	65
22	75	70	145	73
23	75	65	140	70
24	75	75	150	75
Total	1.950	1.820	3.770	1.885
Average	**81**	**76**	**157**	**79**

Source: Primary Data Processing, 2015

Based on the results of cognitive research consisting of group work and individual answers to some questions may be described in the form of tables, graphs, and descriptive analysis as follows:

TABLE 4: DISTRIBUTION OF COGNITIVE ASSESSMENT

Range Value	Frecuency	%
91 – 100	1	4
81 – 90	7	29
71 – 80	14	59
61 – 70	2	8
0 – 60	0	0
Total	24	100

Based on the table and the graph shows that learners who numbered 24 people at varying cognitive value that no one gets nlai on a range of values 0-60, there are 2 people got value in the range of grades 61-70, there are 14 people got value in the range of values 71-80, there are 7 people got value in the range of grades 81-90, there is one person scored on a range of values 91-100. The number of students who received the highest number 1 with a value of 93 and got the lowest number 1 with a value of 65. If the values are added together will get the next 1.885 values are averaged to 79.
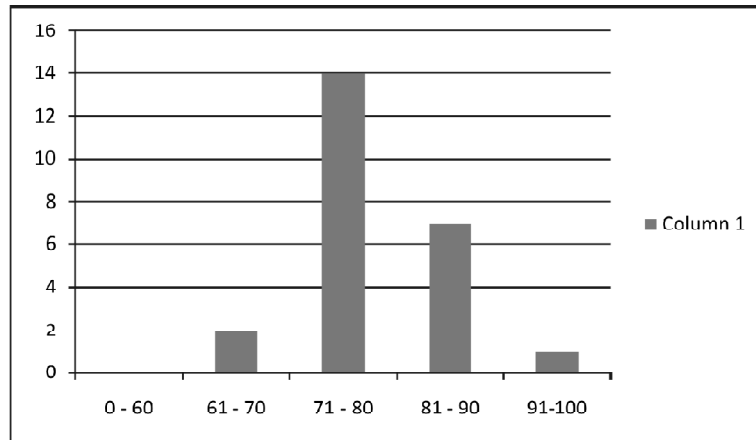
Figure 3:   Graph cognitive assessment results

3.   *Summary of affective and cognitive assessment results*

TABLE 5: RESULTS DATA RECAPITULATION AFFECTIVE AND COGNITIVE
ASSESSMENT

Respondents	Average value		Amount	Average
	affective	*cognitive*		
1	65	75	140	70
2	78	75	153	77
3	73	75	148	74
4	75	73	148	74
5	73	78	151	76
6	74	80	154	77
7	89	90	179	90
8	79	78	157	79
9	64	83	147	74
10	73	78	151	76
11	70	88	158	79
12	94	93	187	94
13	66	85	151	76
14	85	83	168	84
15	74	85	159	80
16	88	85	173	87
17	79	75	154	77
18	75	80	155	78
19	80	75	155	78
20	66	73	139	70
21	78	65	143	72
22	81	73	154	77
23	70	70	140	70
24	83	75	158	79
Total	1.832	1.890	3.722	1.868
Average	**76**	**79**	**155**	**78**

Based on the recapitulation of the results of research which consists dar affective religious values, tolerance, spirit of nationalism, and responsibilities, and the recapitulation of cognitive research consisting of group work and individual answers to some questions may be described in the form of tables, graphs, and descriptive analysis as follows:

TABLE 6: DISTRIBUTION DATA RECAPITULATION AFFECTIVE AND COGNITIVE ASSESSMENTRESULTS

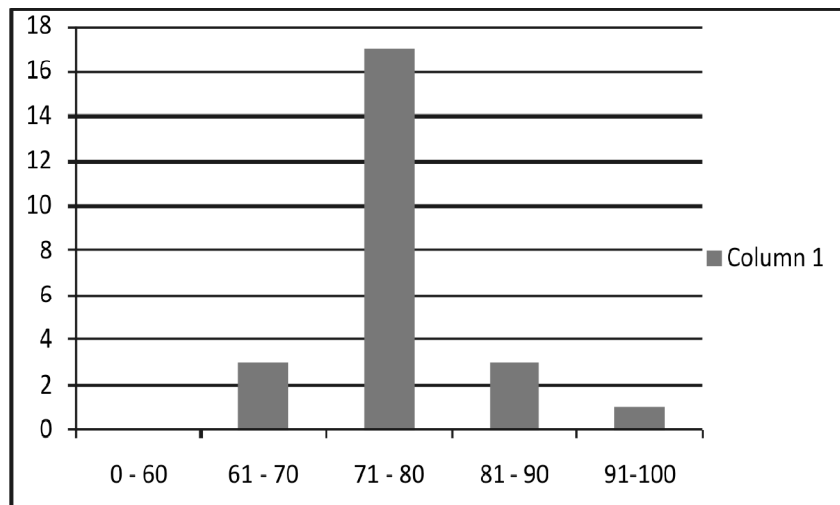| Range Value	Frecuency	%
91 – 100	1	4
81 – 90	3	13
71 – 80	17	70
61 – 70	3	13
0 – 60	0	0
Total	24	100

Figure 4:   Graph recapitulation of affective and cognitive assessment

Based on the table and the graph shows that learners who numbered 24 people at an average value of affective and cognitive variable that no one gets nlai on a range of values 0-60, there are 3 people got value in the range of grades 61-70, there are 17 people got value in the range of grades 71-80, there are 3 people got value in the range of grades 81-90, there is one person scored on a range of values 91-100. The number of students who received the highest number of one person with values 94 and received the lowest number 3 with a value of 70. If the numbers add up will receive 1.868 value subsequently averaged to 78.

Discussion

Based on the facts that occurred as the result of a survey on the subject of research in class V SDN 244 Pammana District of Pammana Wajo, the obtained data provide the following information:

1. There are a number of students began to speak when asked a question by saying hello, This indicates that the value of the religious character is embedded in the implementation of cooperative learning model type STAD-based character education

2. There are a number of students showing cooperation and solidarity with the friends group during the discussion group, This indicates that the value of tolerance character has appeared on the implementation of cooperative learning model type STAD-based character education

3. There are a number of learners to further highlight or the interests of the group of the opinions peribadinya This indicates that the value of the national spirit character already owned on the implementation of cooperative learning model type STAD-based character education

4. There are a number of students have received the results of the discussion and not to blame in their own group if they answer incorrectly, This indicates that the value of the existing character of responsibility in the implementation of cooperative learning model type STAD-based character education

STAD learning model based character education is one type of cooperative learning which aims to encourage students to cooperate, help each other complete tasks, and master and apply the skills given that that is the grand theory of this learning model.

Based on the theory that the STAD type of cooperative learning model based character education students may be able to carry out cooperation, mutual help completing tasks, and master and apply the skills given mainly in connection with the planting of character values such as religious tolerance, the spirit of nationalism, and responsibility yet the fact that not all students are able to do so. Of course this affects the assessment of learning outcomes of students. From this base dirumuskanlah a problem that How the effectiveness of cooperative learning model type STAD-based character education in primary schools, with the aim to determine the effectiveness of STAD learning model based character education in primary schools.

Behavioristic theory is a theory of learning that is more emphasis on behavior change as well as a result of the interaction between stimulus and response. Figure is a pioneer of the theory behavioristik Thorndike (1949), Watson (2007), and Skinner (1958). According to this theory human behavior is nothing other than a stimulus-response relationship. Who controls the stimulus-response at the most are those who are good and succeed in learning. The establishment of stimulus-

response relationship is done through repetition-repetition. Thus from the activities of the first, second, third and so would allow for the occurrence of a change in behavior better.

Furthermore, Skinner (1958) say that the relationship of stimulus and response that occurs through interksi in the environment, the which then would lead to a change in behavior because basically stimuli given to someone will interact and the interaction between the stimulus will affect the shape of the response given.

Cognitive learning theory regard learning as a process functioning elements of cognition, particularly elements of the mind, to be able to recognize and understand the stimulus that comes from outside. Learning activities in human beings focused on internal processes of thinking, the processing of information. The term cognitive (cognitive) is derived from the equivalent of cognition which he said knowing, means knowing. In a broad sense cognition (cognition) is the acquisition, structuring, and use of knowledge. Figures from kognitifisme theory among others Piaget (1969), Ausebel (1963), and Brunner (1978).

Furthermore, Piaget (1969) builds his theory based on the concept of Scheme ie, mental or cognitive structure that causes a person intellectually adapt and coordinate the surrounding environment (Suparno; 1997). Scheme in principle is not static but always been progressing in line with the human cognitive development

Conclusion

1. According to the results of data analysis at an average of affective value that consists of four components, namely religious, tolerance, national spirit and responsibility and supported by behavioristic theory that emphasizes the relationship of stimulus and response occur through interksi in the environment, then it will lead to changes in behavior then in terms of value affective learning model STAD-based character education in primary schools has been effective.

2. On the results of data analysis the average value of cognitive consists of two components, namely the work group and the results of the individual answers and supported by kognitifisme theory that emphasizes the process of cognition functioning elements, particularly elements of the mind that causes learning activities on human beings against the processing of the information in terms of cognitive learning model STAD value based character education in primary schools has been effective.

3. Both of the above indicates that the learning model STAD-based character education is effectively implemented in primary schools.

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