



The Implementation of the STAD Cooperative Learning Model Assisted by Audiovisual Media in Pancasila Education to Improve Learning Motivation and Learning Outcomes of Grade VII B Students at SMP Negeri 3 Susut

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Abstrak

Penelitian ini bertujuan untuk meningkatkan motivasi belajar dan hasil belajar siswa melalui penerapan model pembelajaran kooperatif tipe STAD (Student Team Achievement Division) berbantuan media audiovisual pada mata pelajaran Pendidikan Pancasila. Penelitian ini dilaksanakan pada siswa kelas VII B SMP Negeri 3 Susut. Latar belakang penelitian ini didasarkan pada rendahnya motivasi belajar dan hasil belajar siswa yang disebabkan oleh penggunaan metode pembelajaran yang masih berpusat pada guru dan kurangnya pemanfaatan media pembelajaran yang menarik. Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam beberapa siklus, dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Teknik pengumpulan data meliputi observasi, tes hasil belajar, dan angket motivasi belajar siswa. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran kooperatif tipe STAD berbantuan media audiovisual dapat meningkatkan motivasi belajar siswa serta berdampak positif terhadap peningkatan hasil belajar Pendidikan Pancasila. Dengan demikian, model pembelajaran STAD berbantuan media audiovisual efektif digunakan sebagai alternatif pembelajaran untuk meningkatkan kualitas proses dan hasil belajar siswa.

Kata kunci: Model Pembelajaran STAD, Media Audiovisual, Motivasi Belajar, Hasil Belajar, Pendidikan Pancasila.

Abstract

This study aims to improve students' learning motivation and learning outcomes through the implementation of the STAD (Student Team Achievement Division) cooperative learning model assisted by audiovisual media in Pancasila Education. The research was conducted on Grade VII B students at SMP Negeri 3 Susut. This study was motivated by the low level of students' learning motivation and learning outcomes, which were influenced by teacher-centered learning methods and limited use of engaging learning media. The research method used was Classroom Action Research (CAR), conducted in several cycles consisting of planning, action, observation, and reflection. Data were collected through observation, learning achievement tests, and learning motivation questionnaires. The results indicate that the implementation of the STAD cooperative learning model assisted by audiovisual media significantly improves students' learning motivation and has a positive impact on their learning outcomes in Pancasila Education. Therefore, the STAD learning model assisted by audiovisual media is effective as an alternative instructional approach to enhance the quality of the learning process and student achievement.

Keywords: STAD cooperative learning model, audiovisual media, learning motivation, learning outcomes, Pancasila Education.

1. INTRODUCTION

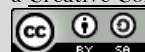
In the dynamics of modern life, education plays a fundamental role as a structured and well-planned process in creating a conducive learning environment that supports effective instruction. Through education, students are provided with opportunities to develop their potential, including spiritual values, self-regulation, character formation, as well as emotional and intellectual intelligence. Syafrilianto and Maulana Arafat Lubis (2022) emphasize that education is not merely a means of knowledge transmission, but a continuous and lifelong

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process that accompanies human existence.

Education is also viewed as a transformative instrument in shaping superior generations—individuals who are capable of critical thinking, wise decision-making, and ethical behavior grounded in noble values. The educational process takes place continuously through formal, non-formal, and informal pathways. Harahap et al. (2018) assert that the fundamental purpose of education is to develop holistic individuals who possess balanced moral, spiritual, intellectual, and social dimensions. Based on this perspective, education can be regarded as an essential human need that cannot be separated from life itself. Education is not limited to the acquisition of knowledge from basic to advanced levels, but also involves a comprehensive process of personal transformation. The success of educational processes is strongly influenced by effective instructional planning, as planning serves as a guideline in determining learning objectives, strategies, and expected outcomes. Fauzana and Maulana Arafat Lubis (2020) state that instructional planning is a crucial instrument in directing the learning process systematically.

In the context of Civic Education, learning is not solely focused on cognitive achievement but also aims to instill civic values in students. The objective is to develop responsible citizens who uphold equality and contribute to harmonious social life. Sujana et al. (2019) explain that the internalization of civic values through education plays an important role in promoting social justice within society. Learning itself is an active process through which students acquire knowledge and skills that are beneficial for their lives. According to Maulana Arafat Lubis and Nashran Azizan (2020), learning should position students as active subjects who are involved in discovering, analyzing, and solving problems independently. Thus, education and learning are interconnected components that work synergistically to shape knowledgeable and well-characterized individuals.

Generally, learning objectives can be categorized into three main aspects: knowledge acquisition, skill development, and the formation of attitudes and values. Muhammedi et al. (2017) argue that learning should not be understood merely as a cognitive process, but also as an effort to acquire competencies, enhance abilities, and bring about behavioral changes resulting from learning experiences. Gestalt theory explains that students' learning outcomes are influenced by both internal and external factors. External factors include the learning environment, availability of learning facilities, teacher competence, instructional creativity, and support from family and social environments (Abd. Kadir et al., 2023). Therefore, the selection of appropriate learning models and methods, along with innovative teaching strategies, is essential to enhance learning effectiveness. Teachers are not only transmitters of information but also facilitators who create interactive and engaging learning environments.

Observations conducted at SMP Negeri 3 Susut revealed a critical issue related to low student learning outcomes. This condition is primarily attributed to the use of less varied learning models and the dominance of conventional teaching approaches. As a result, student participation in learning activities remains low, which negatively affects academic achievement and fails to meet the Minimum Learning Achievement Criteria (KKTP). This situation indicates the need for the implementation of more innovative instructional strategies to encourage active student involvement and optimize learning outcomes.

2. METHOD

Research Design; This study employed a Classroom Action Research (CAR) design aimed at improving students' learning motivation and learning outcomes through the implementation of the STAD (Student Team Achievement Division) cooperative learning model assisted by audiovisual media. Classroom Action Research was selected because it allows teachers and researchers to systematically improve the learning process through reflective cycles conducted directly in the classroom setting.

The research was conducted at SMP Negeri 3 Susut during the academic year of [year]. The participants of this study were students of Grade VII B, consisting of [number] students. This class was selected based on preliminary observations indicating low learning motivation and learning outcomes in Pancasila Education. The research was carried out in two cycles, with each cycle consisting of four stages: planning, action, observation, and reflection. Planning involved preparing lesson plans based on the STAD model, developing audiovisual learning media, designing learning materials, and preparing research instruments. Action was the implementation of the STAD cooperative learning model assisted by audiovisual media in the classroom. Observation focused on students' learning motivation, participation, and learning outcomes during the learning process. Reflection was conducted to evaluate the results of each cycle and to determine improvements for the subsequent cycle.

3. DISCUSSION

The findings of this study indicate that the implementation of the STAD (Student Team Achievement Division) cooperative learning model assisted by audiovisual media has a positive impact on students' learning motivation and learning outcomes in Pancasila Education. The improvement observed across research cycles demonstrates that cooperative learning strategies, when combined with engaging instructional media, are effective in creating a more active and student-centered learning environment. Students showed greater enthusiasm, participation, and responsibility during group activities, which contributed to a more meaningful learning process.

The increase in learning motivation can be attributed to the core characteristics of the STAD model, which emphasize teamwork, peer interaction, and shared responsibility for learning outcomes. By working in heterogeneous groups, students were encouraged to support one another, exchange ideas, and actively engage in problem-solving activities. The use of audiovisual media further enhanced students' interest and attention by presenting learning materials in a more concrete and visually stimulating manner. This combination helped reduce boredom and increased students' willingness to participate in learning activities.

In terms of learning outcomes, the results suggest that improved motivation and active involvement in the learning process positively influenced students' academic achievement. The structured stages of the STAD model, including group discussion, individual quizzes, and team recognition, motivated students to understand the learning materials more thoroughly. Audiovisual media also facilitated better comprehension by clarifying abstract concepts and reinforcing key points, which ultimately led to higher achievement levels.

These findings are consistent with previous studies that highlight the effectiveness of cooperative learning models in enhancing both cognitive and affective aspects of learning. The results support the notion that learning approaches which actively involve students and utilize appropriate media can significantly improve the quality of classroom instruction. Therefore, the STAD cooperative learning model assisted by audiovisual media can be considered an effective alternative strategy for improving motivation and learning outcomes in Pancasila Education, particularly at the junior secondary school level.

Furthermore, the implementation of the STAD cooperative learning model assisted by audiovisual media also contributed to the development of students' social skills and learning independence. Through structured group interactions, students learned to communicate effectively, respect different opinions, and take responsibility for both individual and group performance. These social interactions created a supportive learning atmosphere in which

students felt more confident to express ideas and participate actively in discussions, thereby strengthening their engagement in the learning process.

In addition, the findings suggest that the use of audiovisual media played a crucial role in accommodating different learning styles among students. Visual and auditory elements helped learners with varying abilities to better understand the learning materials, particularly in Pancasila Education, which often involves abstract values and concepts. By presenting content in a more contextual and relatable manner, audiovisual media enabled students to connect theoretical concepts with real-life situations, enhancing deeper understanding and long-term retention.

The gradual improvement observed across research cycles also indicates that consistent implementation and reflection are essential in achieving optimal learning outcomes. Adjustments made during the reflection stage allowed the learning process to become more effective in subsequent cycles. This finding highlights the importance of teacher reflection and adaptability in classroom action research, as continuous evaluation enables teachers to identify weaknesses and refine instructional strategies to better meet students' needs.

Overall, the results of this study reinforce the view that innovative and student-centered learning approaches are necessary to address low motivation and learning outcomes in secondary education. The STAD cooperative learning model assisted by audiovisual media not only improves academic performance but also fosters positive learning attitudes and collaborative skills. Therefore, this approach has strong potential to be applied more widely in Pancasila Education and other subjects to enhance the overall quality of teaching and learning.

4. CONCLUSION

This study concludes that the implementation of Pancasila Education at SMA Negeri 1 Sawan, particularly in Grade XI C, plays an important role in strengthening students' discipline and responsibility character. Through the integration of Pancasila values into classroom learning activities, students are encouraged not only to understand civic concepts theoretically but also to apply moral and character values in their daily school life.

The findings indicate that disciplinary character is fostered through habitual practices such as punctuality, compliance with school rules, and timely completion of assignments, supported by teachers' consistency and role modeling. Meanwhile, the character of responsibility is developed through participatory learning activities, including group discussions, project-based tasks, and classroom responsibilities. Although positive changes have been observed among most students, several challenges remain, particularly related to students' consistency, initiative, and external influences.

Furthermore, the study reveals that the success of character strengthening through Pancasila Education is supported by teachers' commitment, a conducive school environment, and supportive institutional policies. However, differences in students' backgrounds, limited instructional time, and environmental factors outside school present challenges that require continuous attention. Therefore, strengthening discipline and responsibility characters requires sustainable efforts, collaboration among educators, and contextual learning strategies to ensure the internalization of Pancasila values in students' character development.

5. ACKNOWLEDGMENT

Based on the results of this study, it can be concluded that the implementation of the STAD (Student Team Achievement Division) cooperative learning model assisted by audiovisual media effectively improves students' learning motivation and learning outcomes

in Pancasila Education. The application of this learning model creates a more interactive and student-centered learning environment, encouraging active participation, collaboration, and responsibility among students.

The integration of audiovisual media supports the learning process by enhancing students' interest and understanding of the learning materials, making abstract concepts more concrete and easier to comprehend. Increased learning motivation contributes positively to students' academic achievement, as motivated students are more engaged and willing to participate actively in learning activities.

Therefore, the STAD cooperative learning model assisted by audiovisual media can be recommended as an effective instructional strategy to improve both motivation and learning outcomes, particularly at the junior secondary school level. This approach may serve as a practical alternative for teachers in enhancing the quality of classroom learning and achieving better educational outcomes..

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