

Implementation of Stad-cooperative Learning in Improving Social Skills of College Student

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Abstract: This study aims to determine the difference in the average social skills of students with the STAD type cooperative learning model and the conventional learning model in the form of direct learning in social studies education courses. The research method used is descriptive and quantitative with a quasi-experimental research design with a post-test only non-equivalent control group design. This study begins with a normality test and a homogeneity test of variance. The results of the study show that in hypothesis testing with t-test obtained p-value (sig) of 0.000 with a significant level of 0.05, because $0.000 < 0.05$ then H_0 is rejected. And the results of the calculation of social skills analysis, the average value of social skills in the experimental group is 0.597812 and the control group is 0.208414. From these results it can be concluded that the average social skills in the experimental group is better than the average in the control group. So it is known that there is a significant difference in average social skills between students who are treated with the STAD type cooperative learning model with conventional learning in social studies education courses at Tadris IPS UIN Fatmawati Sukarno Bengkulu.

Keywords: STAD, cooperative learning, social skills

INTRODUCTION

The development of science and technology has introduced us to an era of society that cannot increase without technology. Because each effort to improve the welfare of lifestyles requires the assist of science and generation. The integration of the science-technology development in addition to the needs of globalization have made the competition tighter for the need for the supply of fine human assets, and the entirety associated with the pleasant of human sources cannot be separated from the world of education.

Education must be able to develop one's self as a complete individual, as a member of society, as a citizen of his nation (Rodny-Gumede & Chasi, 2020). In other words, they are able to know themselves, the surrounding community and their nation. This identification process need the growth of cognitive, affective abilities including imagination and inspiration (Immordino-Yang & Damasio, 2011; Loy *et al.*, 2016). Ability as a member of the community desired educational goals can be moderated in a social studies learning in high school and college (Durlak *et al.*, 2010).

Higher Education is an institution that acts as an organizer of education, research and studies in various fields of science, technology, social, culture, economy and others as well as providing community service that is beneficial for development in various sectors of life. Social Sciences (IPS) is one of the study programs under the educational institution of UIN Fatmawati Sukarno Bengkulu. In general, the studies in this study program are the same as the subjects taught to students in secondary schools. In this basic introduction to social sciences courses, if we examine in depth, it will teach students about various kinds of things that will be useful later in their lives.

Social studies (social studies) are simplified social sciences for educational and teaching purposes in primary and secondary schools. Social studies learning in secondary schools is fostering students to become good citizens, possessing knowledge, skills and social and world concerns (Astawa, 2017). Humans and the environment are the main studies in social studies learning activities which are reviewed from various aspects, both the familiar neighborhood and the far from students (Hasan, 1996; Sapriya, 2009) . Social studies as a field of study has a goal in terms of discussing and studying the system of human life in a social context (Mutiani *et al.*, 2019).

To support the core objectives of social studies learning by providing students with a basic introduction to the social neighborhood, one of the attitudes that must be mastered by students is social skills (Agran *et al.*, 2016). Social skills are an adaptive behavior or attitude consisting of skills to initiate and maintain social relationships, contribute to the development of positive peer relationships, consider the wishes of others in the social circle, and overcome problems that may arise (Hupp *et al.*, 2010).

College students as social studies teacher candidates are required to have social skills which include decision-making skills, communication skills, collaboration skills, conflict resolution, problem solving skills, skills to seek to obtain and process information, and cross cultural skills (Lynch & Simpson, 2010; Putro *et al.*, 2021). Social studies teachers and prospective social studies teachers must possess these skills, which will be beneficial not only for the teacher, but also for the students (Putro, *et al.*, 2022).

Through social skills, social relationships that are indicators of achievement can be realized so as to enable a person to be able to work effectively with others. Social skills are also a medium with the aim of building good relationships with others, for example: willingness to work together, helping each other, decisions making ability, communicating, protecting the neighborhood, entrepreneurship and participating in society (McClelland & Morrison, 2003). Bali (2017) in his research stated that in interacting with the community, students need to have social skills which include (1) coexist and work together; respect the rights of others; social sensitivity in terms of mutual tolerance and respecting for the others rights, cooperation, and social sensitivity); (2) learn self-control and self-direction; (3) sharing ideas and experiences with others in the form of sharing opinions and experiences.

Scott (2015) asserts that this skill is able to trigger the ability to interact effectively with one another, for example the ability to know when to listen and speak and how to treat oneself in a respectful and professional manner; the ability to work in teams with multiple backgrounds effectively, for example respecting cultural differences and collaborating with people in different social conditions and cultural backgrounds; open-minded to different ideas and values; and making social and cultural differences an effort to generate better ideas, innovation, and quality of work.

The development of these social skills can be done by improving the quality of learning with training or training that is constructive (Riswan *et al.*, 2022), then compiling a learning implementation plan by determining learning objectives and models that can later be used to develop social skills (Rusmaniah *et al.*, 2021), then carry out learning by integrating with the STAD type of cooperative learning learning model with plans made in such a way that self-planning is an important part that needs to be considered to determine the quality of student learning.

To find out the students' social skills level, several tools can be used, such as questionnaires, observation sheets, self-report checklists, and rating scales. All of these instruments are arranged based on the dimensions of social skills. Bremer & Smith (2015) define five dimensions of social skills, namely: 1) interpersonal skills (peer relational skills), 2) self-management skills, 3) academic skills (academic skills), 4) compliance skills, and 5) assertion skills.

Student Teams Achievement Division (STAD) is a simple cooperative learning model that is suitable for teachers who will try to apply a cooperative approach in classroom learning, because cooperative learning is very effective in building the level of cooperation between student (Yuliani, 2019). Slavin in Hosseini (2019) stated that in STAD-cooperative learning, students are assigned to study teams consisting of four people with mixed performance levels, gender,

and ethnicity. The teacher presents the lesson then the students work in small groups and make sure all members have understood the lesson given.

STAD components include: (1) Class presentations. Class presentations in STAD are different from the usual way of teaching. Each group presented the results of their group discussion. Students must really pay attention to this presentation because in the presentation there is material that can help to do the quiz that is held after the lesson. (2) Study in teams. Students are divided into several groups; each group consists of 4-5 people where they do the tasks given. If there are difficulties students feel able to help students who are having difficulties. (3) Individual tests carried out after learning. (4) Individual development scores. The scores obtained from the test results are then recorded by the teacher to be compared with the results of previous achievements. Team scores are obtained by adding up the improvement scores of all members in 1 team. The average score is obtained by dividing the number of additional scores divided by the number of team members. (5) Team award. The award is based on the team's average score which can motivate them.

STAD type cooperative learning was chosen because STAD cooperative learning is rarely applied in learning (Tran, 2014; Bhat *et al.*, 2020). In addition, STAD cooperative learning was chosen because in STAD cooperative learning students are taught to work together in a team or group, so that by itself it can improve social relations between students from various ethnic backgrounds and abilities, develop group process skills and solve problems (Johnson & Johnson, 2019). Slavin and Madden added that students who received STAD type cooperative learning generally achieved significantly higher learning achievement in the fields of language, computing and mathematics than students who were taught by direct learning (Loh & Ang, 2020).

This study aims to determine the difference in the average social skills of students with the STAD type cooperative learning model and the conventional learning model in the form of direct learning in social studies education courses. That this research is important because if it is not done it cannot be known which learning model is more effective and can produce optimal learning outcomes.

METHOD

In this study, a quasi-experimental method was used. Quasi-experimentation is a method that does not allow the researcher to fully control the experimental variables and conditions (Sandjaja and Albertus, 2006).

The population in this study were all students of the Social Sciences Department of UIN Fatmawati Sukarno Bengkulu in the even semester of the 2021/2022 academic year. With the cluster random sampling technique, one

class was selected from the population as a sample, namely class A in the fourth semester as many as 35 students. The design of this research can be seen in Table 1.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X ₁	O ₂
Control	O ₁	X ₂	O ₂

O₁: pretest experimental group
O₂: posttest control group
X₁: STAD learning treatment
X₂: conventional learning treatment

To measure social skills students will use a social skills questionnaire and the results will be analyzed using a Likert Scale. The questionnaire instrument was given to each experimental and control group before carrying out learning and after carrying out the final test (posttest). The attitude scale in this study consisted of 20 statements with five answer choices, namely SS (Strongly Agree), S (Agree), Doubtful (R), TS (Disagree), STS (Strongly Disagree).

Analysis of the data used in this study is quantitative data analysis used to analyze student social skills questionnaires. Quantitative data to be analyzed in this study is the results of the pretest and posttest. The data obtained from students' social skills scores were grouped according to learning groups (STAD and conventional cooperative types).

RESULTS AND DISCUSSION

The increase in social skills between the two treatment groups, namely between STAD learning and conventional learning, can be seen from the results of calculating the gain value between the two groups. Below is a table of data on the N-Gain score of the results of increasing student social skills attitudes and the the t-test analysis results with SPSS.

Table 2. Student Social Skills Data

Groups	<i>N-Gain Score</i>				Category
	X _{min}	X _{max}	\bar{x}	SD	
Experiment	0,46	0,70	0,61	0,06	High
Control	0,07	0,33	0,21	0,05	Medium

Table 3. T-test result of Student Social Skills

		Gain	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	1,75	
	Sig.	0,19	
	T	29,17	29,17
	Df	62,00	60,77
	Sig. (2-tailed	0,00	0,00
t-test for Equality of Means	Mean Difference	0,39	0,39
	Std. Error Difference	0,01 0,36	0,01 0,36
	95% confidence Interval of the Difference	0,42	0,42

Based on the data from the N-Gain calculation in Table 2, it shows that the lowest score of students' social skills in the experimental group is 0.46 while in the control group is 0.07. The highest value of social skills in the experimental group was 0.69 and, in the control, group was 0.33. For the results of the calculation of the average value of the experimental group's social skills obtained a value of 0.59 and the control group of 0.21. From these results we can conclude that the average social skill in the experimental group is better than the average in the control group. Furthermore, the difference in the average N-gain between the experimental group and the control group was 0.39. From the table it can also be seen that the standard deviation value for the experimental group is higher than the control group, namely where the standard deviation for the experimental group is 0.05 and for the control group is 0.05, which means the N-gain value of social skills of the experimental group students is more spread out than the control group. on the N-gain value of students' social skills in the control group.

Based on the t-test calculation with a significance level = 0.05 using the SPSS program as shown in table 3, the F value of the learning factor between STAD type cooperative learning and conventional learning with a significance value = 0.00 is smaller than the 0.05 significance level so that H_0 is rejected. . This means that there is a significantly difference in the improvement of social skills between students who are treated with STAD learning compared to students who are treated with conventional learning. From the results of the analysis, it can be assumed that the students' social skills significantly increased due to the implementation of STAD cooperative learning. The social community that is built in each STAD learning model syntax gives students the opportunity to develop their social interactions with their peers. Munawar (2019) in his research stated that learning with the STAD model can support students to be creative in carrying out learning and develop the ability to helping each other with peers in the learning process. In addition, in another study, according to Ahyar *et al.*, (2017) STAD learning can provide opportunities for students to interact more intensively with their peers, making it easier to solve problems.

In fact, the STAD learning concept is a learning that leads to a two-way communication process (Goodyear, 2017). Therefore, the effectiveness of STAD type learning has a very good impact on students' attitudes and behavior as a process of forming social skills. Diahwati & Hanurawan (2016) stated that social ability is an important aspect for students in the learning process. Social skills are the ability to interact with the surrounding environmental conditions so that they can behave in accordance with the conditions or in other words adapt to the surrounding environment. Someone who has high social skills can be easily accepted by others socially (Istiqamah, 2019). Students with good social skills can be seen from the ability to empathize and be firm in communication, collaboration, responsibility, involvement in the school environment, and being able to control themselves which affects relationships with their peers (Hu *et al.*, 2021).

CONCLUSION

Based on the results of the research analysis that has been done, it can be concluded that the STAD learning model is effective for improving students' social skills. This can be seen from the increase in student cooperation and the interaction between students. It is recommended for educators, both lecturers and teachers, to make the STAD cooperative model an alternative learning innovation in developing and improving the social skills of students. In addition, educators should not ignore social skills in learning social science education courses, where social skills are also one of general goals to be achieved in learning.

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