THE EFFECTS OF THE STAD METHOD ON STUDENTS' ACHIEVEMENT, ATTITUDE AND MOTIVATION AT JUNIOR HIGH SCHOOL BABALAN LANGKAT OF NORTH SUMATERA

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Abstract-The aim of this study is to find out the difference between the effect of STAD and the direct instruction approach on students achievement, attitude and motivation in Social Studies.The problem in this study is the low of students achievement, attitude, and motivation in Social Studies. This study is implemented in SMP Negeri 2 Babalan Langkat academic year 2014/2015. This study is an experiment research and the sample is taken by using purposive sampling which consist of two classes, experiment class (48 participants) and control class (44 participants). Technique to collect the data are using test. Hypothesis is using Independent t-test. The results of this study indicates that STAD as experiment class more effective in promotes the motivation in Social Studies and cooperative learning than direct instruction ($t_{ratio}(5,342) > t_{Table}(1,66)$ and $p<0,05$). results revealed that STAD compared to direct instruction promoted positive attitudes, showed better achievements and motivated students to learn Social Studies.

Keywords: STAD-student teams achievement division, student achievement, attitude, and motivation

1. INTRODUCTION

One of the important aspects in life is education. For this reason, so many efforts that have been done by related party (such as government, organizations, schools, teachers, parents, etc.) to increase the quality of education. The indicators of success in learning process can be observed from students' achievement, good attitude, and also motivated. So, to achieve the successful of teaching learning process is obtained by increasing students' understanding toward the concepts of materials and actives students in teaching-learning process. When the researcher had experience in teaching in SMP Negeri 2 Babalan, she found that the teaching-learning process in Social Studies more display an individualistic and competitive environment. It was evidenced when she taught at class VIII-2 and provided Social Studies matter. Researcher divided the students into several groups to work on group assignment, after the groups was divided there were some students that complained and did not pleased to be in their group because their friends in group had low proficiency and ability. Moreover, students' learning outcomes is still very poor. This case is proved by comparing Minimum Compeleteness Criteria (*Kriteria Ketuntasan Minimal*) 75 with students' Midterms Test (*Ujian Tengah Semester Ganjil*) that is still so far from expectation, only 47,59% from 353 students is stated completed.

Table 1. The Condition of Social Studies Student Achievement in Midterms Test class VIII

	Class	Number of Students	Complete
1	VIII-1	32	29
2	VIII-2	48	22
3	VIII-3	44	20
4	VIII-4	44	30
5	VIII-5	47	19
6	VIII-6	46	17
7	VIII-7	48	10
8	VIII-8	44	21
	Amount	353	168

2. METHODS

[1] described the term of students achievement is students behavior changing. Behaviors as student achievement consists of cognitive, affective and psychomotoric. Such attitudes in school learning [3]: (a) Respect for the individuality of others; (b) Acceptance of responsibility for one's own actions; (c) Positive liking for a given subject matter; (d) Positive attitude toward classmates; and (e) Positive attitude toward the teacher. In line with [2] argument, "Motivation is usually defined as the processes that stimulate our behavior or arouse us to take action. It is what makes us do what we do" according to Slavin in [5] "the main idea behind STAD is to motivate students to encourage and help one another master skills presented by the teacher" Technique to select the sample as the participants in this study is *purposive sampling*. According to [1] "In purposive sampling also referred to as judgment sampling, sample elements judged to be typical, or representative, are chosen from the population. in this present study researcher judge the member of population become the sample (have similar completeness of student score) is the appropriate class to become the sample. So in this research, class VIII-2 (48 students) become the experiment class and VIII-3(44 students) become the control class.

In this research the data that is analyzed are students achievement, attitude, and motivation. The steps to analyze the data are: Instrument Validity Test To give the interpretation to each item in instruments is, if $r_{ratio} > r_{Table}$, $\alpha=0,05$, it means that the items in the instruments is valid. Reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents.To help the calculating of this test is used SPSS Statistic 17.0 application.

3. RESULTS AND DISCUSSION

3.1 Frequency and Percent of Pre-test score in Experiment Class

That from 48 participants who obtained the highest score 67.00 as much as 4.2%, while the lowest score 13.30 gained as much as 4.2% the rest have an average value being.

3.2 Frequency and Percent of Pre-test Score in Control Class

That from 44 participants, there are 4,5% of participants who get score 13,30; 2,3% of participants who get score 20,10; 11,4% of participants who get score 26,80; 27,3% of participants who get score 33,50; 15,9% of participants who get score 40,20; 25% of participants who get score 46,90; 11,4% of participants who get score 53,60 and 2,3% of participants who get score 67,00.

2.3 Frequency and Percent of Post-test score in Experiment Class

That from 48 participants, there are 2,1% of participants who get score 53,4; 2,1% of participants who get score 60,0; 8,4% of participants who get score 66,7; 18,8% of participants who get score 73,4; 25% of participants who get score 80,0; 25% of participants who get score 86,7; 12,5% of participants who get score 93,4 and 8,3% of participants who get score 100,0.

3.4 Frequency and Percent of Post-Test Score in Control Class

That from 44 participants, there are 4,5% of participants who get score 26,80; 4,5% of participants who get score 40,20; 13,6% of participants who get score 46,70; 6,8% of participants who get score 53,40; 15,9% of participants who get score 60,0; 11,4% of participants who get score 66,70; 20,5 % of participants who get score 73,40; 18,2% of participants who get score 80,0 and 4,2% of participants who get score 93,40.

3.5 Validity Test

For Attitude Questionaire there are 20 items which had been tested its validity using product moment correlation formula, and all of items stated valid. For Motivation Questionaire also contained 20 items which had been tested its validity using product moment correlation formula, 18 items stated valid and 2 items are invalid.

3.6 Reliability Test

For Attitude Questionaire obtained r_{ratio} = 0,862. When compared with r_{Table} = 0,349, then $r_{ratio} > r_{Table}$. It indicates that Attitude Questionaire is reliable. For Motivation Questionaire obtained r_{ratio} = 0,822. When compared with r_{Table} = 0,349, then $r_{ratio} > r_{Table}$. It indicates that Motivation Questionnaire is reliable.

3.6 Hypothesis testing

To test first, second, and third hypothesis use the t-test, with criteria: if $t_{ratio} \leq t_{Table}$, α=0,05, H_{01} is accepted and if $t_{ratio} > t_{Table}$, α=0,05, H_{01} is rejected with $df = (n_1 + n_2 - 2)$.

Pre-test mean score in experiment class is 38,24 whereas in control class is 38,98. Post-test mean in experiment class is 81,28 whereas in control class is 63,98. Mean score of student attitude toward Social Studies and cooperative learning in experiment class is 84,1875, whereas in control class is only 77,5909.

Mean score of students motivation toward Social Studies and cooperative learning in experiment class is 73,625, where as in control class is only 65,5909. The results of this study indicated that STAD compared to direct instruction promotes positive attitudes, shows better achievements, and motivates students to learn in economics education. This study also stated that the adoption of learning goal, the intrinsic valuing of the learning task, increased self-efficacy and increased use of deep processing strategies are all positive indications of the impact STAD, as a cooperative learning experience, can have on student motivation.

4. CONCLUSIONS

Based on the finding and discussion, the following are the conclusions, they are are manifested into three categories: (1) The calculation of independent t-test results of data gained from posttest t_{ratio} (6,276) $>t_{Table}$(1,66), and p (0,000) $<\alpha$ (0,05). It indicates that there is a significant difference of mean score in experiment class and control class. So, can be concluded that there is a significant difference between the effect of STAD as a cooperative learning approach and the direct instruction approach on students achievement in Social Studiesat class VIII SMP Negeri 2 Babalanacademicyear 2014/2015. In other words, STAD as a cooperative learning experience is more effective in promotes the student achievement than direct instruction. (2) The calculation of independent t-test results of data gained from attitude questionnairet_{ratio} (4,274) $>t_{Table}$(1,66) and p (0,000) $<\alpha$ (0,05). It indicates that there is a significant difference of attitude between the experiment class and the control class. So, can be concluded that there is a significant difference between the effect of STAD as a cooperative learning approach and the direct instruction approach on attitude in Social Studiesat class VIII SMP Negeri 2 Babalan academic year 2014/2015. In other words, STAD as a cooperative learning experience is more effective in promotes the positive attitudes, minimize the individualistic and competitive environment than direct instruction. (3) The calculation of independent t-test results of data gained from motivation questionnairegained t_{ratio} (5,342) $>t_{Table}$(1,66) and p (0,000) $<\alpha$ (0,05). It indicates that there is a significant difference of motivation between the experiment class and the control class. So, can be concluded that there is a significant difference between the effect of STAD as a cooperative learning approach and the direct instruction approach on motivation in Social Studies at class VIII SMP Negeri 2 Babalan academic year 2014/2015. In other words, STAD as a cooperative learning experience is more effective in promotes the higher motivation to achive, motivation to learn together and tolerance the diversity than direct instruction.

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