

Student Team Achievement Division (STAD) as an alternative method of guidance and counseling in improving student social interaction

Nasron Azizah¹, Khairul Bariyyah^{1*}, Laily Tiarani Soejanto¹

¹Universitas Kanjuruhan Malang

*Corresponding author, e-mail: khairulbariyyah@unikama.ac.id

Abstract

Social interaction is a dynamic social relationship that deals with individuals with individuals, groups with groups, as well as group relationships with individuals. Social interaction is important in the teaching and learning process to get information. This Student Team Achievement Division (STAD) is a social based learning in which there are small groups that will train students to interact socially. This study aims to determine the effectiveness of Student team achievement division to improve students' social interaction, this research takes the form of classical guidance using a pre-experimental research design in the form of one group pretest posttest using saturated samples. Findings This study shows social interaction before treatment is an average of 52.5 which is in the moderate category and after getting an average treatment of 65.9 which is in high category and proven by the results of Wilcoxon Test shows sig (2-tailed) number 0.012 <0.05, so that the Student Team Achievement division is effective to improve students' social interaction. The implication of this research is that the school counselor is expected to provide guidance and counseling services by using the Student Team Achievement Division to become an alternative service to improve students' social interaction.

Keywords: Student team achievement division, social interaction, guidance and counseling

How to Cite: Aizah, N., Bariyyah, K. & Soejanto, L.T. (2019). Student Team Achievement Division (STAD) as an alternative method of counseling guidance in improving student social interaction. *KONSELOR*, 8(2), 38-42, DOI: 10.24036/0201982104138-0-00



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2019 by author.

Introduction

Social interaction relationships are needed in the learning process (Mulyaningsih, 2014). Each individual must care about their environment and others who will later be a process of social interaction. But in reality there are many students who are less skilled in social interaction with others and their environment which results in students lacking information when a learning process occurs that results in students decreased the value of learning outcomes (Ramdhani, 2017). This has resulted in social interaction being in an important position in the process of teaching and learning (Harfiyanto, Utomo, & Budi, 2015).

Learning outcomes include cognitive, effective and psychomotor abilities. Psychomotor includes productive, technical, physical, social, management and intellectual skills, psychomotor abilities encompass a social skill that is highly needed in a process of social interaction (Suprijono, 2009). Social interactions are human relations with other humans, or human relationships with groups, or the relationship between groups and groups is called social interaction (Muflih, Hamzah, & Purniawan, 2017). Students must continue to develop social skills for the environment and for others by interacting to get information both within the family and in the school environment to learn (Salavera, Usán, & Jarie, 2017).

An effective learning and learning process needs to be developed by educators to produce qualified young generation and uphold moral values in society (Santoso, 2016). Learning is a change in position or ability achieved by a person through an activity. A change in position is not a change caused by a person's natural growth process but rather an activity that has been carried out by students (Bada & Olusegun, 2015). The occurrence of a learning and learning process needs social interaction between the teacher and

students. it can used to get an effective learning carried out in order to obtain good learning outcomes (Fatnar & Anam, 2014). One of the services that can be provided to students is classical guidance services where this service is a basic service in guidance and counseling (Suprihatin, 2017). Classical guidance is a basic service that is designed, shown to students in the form of discussions and groups (Rahma, 2017).

Classical guidance services in guidance and counseling can be implemented using Student Team Achievement Division (STAD) learning, which in this learning process includes discussions and small groups, which will later be studied and the Student Team Achievement Division (STAD) is modified and adjusted in guidance and counseling (Yusuf, Natsir, & Hanum, 2015). The STAD cooperative learning model in classical guidance services can be used as an alternative method that can be used by guidance and counseling teachers (Gull & Shehzad, 2015). Student Team Achievement Division (STAD) method which is not only to improve learning outcomes but also to increase acceptance of diversity, social skills and learning motivation which is an advantage in the Student Team Achievement Division (STAD) method (Arjanggi & Setiowati, 2014). This method can increase the social interaction of students who have been studied by (Hariyanto, Mukhadis, & Isnandar, 2012) stating that STAD type cooperative learning can increase interaction in the process and learning outcomes of sharpening a straight gear on vocational students. The application of the STAD learning model is equipped with student worksheets to improve student achievement and social interaction in the thermochemical methods of class XI IA Islamic high school (Wati, Yamtinah, & Masykuri, 2018).

Therefore this research objective are to analysis of students 'social interactions before applying the Student Team Achievement Division (STAD) method in the process of classical guidance services, describing the results of students' social interactions after applying the Student Team Achievement Division (STAD) method in the process of classical guidance services and testing whether the Student Team Achievement Division (STAD) method is effective in increasing student social interaction.

Method

This study used an experimental study using the type of one group pretest and post-test design research (Creswell & Creswell, 2017). The sample of this study uses a sample of saturated or overall sample class VII which has low and moderate social interaction.

The research instrument was a scale of social interaction consisting of 20 statement items. In this study, researchers conducted a preliminary test (pretest) to determine the extent to which students could interact with their peers before being given the Student Team Achievement Division (STAD) treatment method that had been modified and adjusted for counseling guidance. After being given the initial test, then the treatment (treatment), namely by using the Student Team Achievement Division (STAD) method. After completing the treatment, the students are given a final test (posttest) to find out the effectiveness of using the Student Team Achievement Division (STAD) method to increase student social interaction. Data analysis of this study used the Wilcoxon test (Rey & Neuhäuser, 2011).

Results and Discussion

From the overall results of the pretest conducted on 7 students who have a medium category and 1 student who has a low category in social interaction. The results of the initial social interaction tests are as follows AH with a score of 56, AR with a score of 57, ERM with a score of 56, K with a score of 46, MA with a score of 56, NR with a score of 60, SA with a score of 57, and MT with a score of 40. This pretest then researchers provide treatment in the form of the Student Team Achievement Division (STAD) method to improve student social interaction.

Researchers conducted 5 times face-to-face treatment, the first meeting researchers gave a schedule of materials and the formation of study groups, the second meeting researchers gave material by lecture method after which students conduct group work activities, examination of the results of group activities by way of group discussion and presentation in front of the class after that students work on self-reflection sheets and peer assessments. This process continues to be repeated by the researcher until the fourth meeting, after that in the fifth meeting the researchers conduct group evaluations and give awards to the group that is best viewed from the results of self-reflection sheets and peer assessments.

When treatment is completed, the final measurement or posttest is conducted for all students where the researcher makes a comparison of the results of the pretest and posttest scores in order to determine the presence or absence of the pretest and posttest results. In the graph below it can be seen that the posttest

results have increased from the previous results. The results of the pretest and posttest social interaction of the eight samples can be seen as follows:

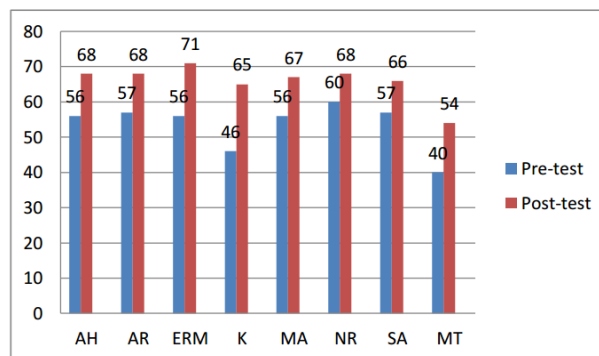


Figure 1 Bar Diagram of Pretest and Posttest results of students' social interactions

Based on the Figure 1 it can be seen that social interactions before treatment have moderate and low scores and after an average of 52.5 are categorized as medium, after applying treatment in the form of Student Team Achievement Division (STAD) methods, the level of social interaction of students increases with an average of 65.9 that is categorized high, such as AH subjects before getting treatment get a score of 56 and experience an increase in social interaction with a score of 68. AR before getting treatment get a score of 57 and experience an increase in social interaction with a score of 58, ERM before getting treatment get a score 56 and experienced an increase in social interaction with a score of 71, K before getting treatment get a score of 46 and experience an increase in social interaction with a score of 65, MA before getting treatment get a score of 56 and experience an increase in social interaction with a score of 67, NR before getting the treatment got a score of 60 and experienced an increase in social interaction with a score of 68, SA before getting the treatment got a score of 57 and experienced an increase in social interaction with a score of 66 and MT before getting the treatment got a score of 40 and experienced an increase in social interaction with a score of 54. The statement can be interpreted that the Student Team Achievement Division (STAD) method is effective in increasing student social interaction, this result is also supported by the results of the Wilcoxon test analysis. From the Wilcoxon test results showed a sig (2-tailed) number $0.012 < 0.05$ means that H_0 is accepted, it can be concluded that the Student Team Achievement Division (STAD) method is effective for increasing student social interaction.

Based on the results of the post-test of all eighth grade students experiencing increased social interaction, this is caused by several factors, namely: 1) students' enthusiasm in participating in this activity due to the awarding at the end of the meeting in the implementation of treatment, 2) Students are open to themselves besides that is also towards others, 3) Accepting the presence of others, 4) expressing opinions, 5) Expressing opinions, 6) Interacting and communicating with each other.

Researchers provide treatment methods Student Team Achievement Division (STAD) aims to improve student social interaction. The enhanced social interaction of this research is sourced from the aspects that underlie social interaction, it is adjusted by (Sarwono, 2010) that social interaction aspects consist of, 1) Communication of the process of sending news or information from one person to another, 2) Attitudes reflecting someone's happy, displeased or neutral feelings towards something Social interaction is very necessary in life and must always be improved, both students who have good interactions and individuals who are not good.

The reason researchers chose the Student Team Achievement Division (STAD) method to increase social interaction is based on the opinion according to (Kumar & Preet Singh, 2016) which states the Student Team Achievement Division (STAD) method promotes active and positive interaction and group member cooperation for the better and from (Mudhofir & Rusydiyah, 2016) that the advantages of the Student Team Achievement Division (STAD) method are training students in multicultural classes that respect each other in differences, train students in working in groups, take responsibility individually and in groups and train students to learn independently, and not always depends on the teacher, where this statement is in accordance with aspects of social interaction that will be improved.

According to (Kusumawati & Mawardi, 2016), stated that the STAD (Student Teams Achievement Division) learning model is a variation of cooperative learning that encourages students to encourage and help one another to master the skills taught by the teacher. So that small groups are formed who share

ideas, this is where they train themselves to interact with peers to solve a problem of their task. The Student Team Achievement Division (STAD) method has been modified and adjusted in the guidance of counseling that is carried out with classical services, because the guidance and counseling teacher is not the teacher who teaches but the teacher who guides and fosters optimal student development.

The research that supports this research is (Wati, et al., 2018) stating that the application of the STAD learning model is equipped with student worksheets to improve student achievement and social interaction in the thermochemical class XI IA of Islamic high school. Research that supports that the Student Team Achievement Division (STAD) method can be an alternative classical guidance method namely (Yuliarni, Luawo, & Karsih, 2013) states that the cooperative learning model STAD type can be applied in counseling guidance as an alternative method that can be used by guidance teachers and counseling to improve student learning skills, especially reading skills with the SQ3R technique. Further research (Kusumawati & Mawardi, 2016) states that the development of cooperative learning-based group guidance models can improve social intelligence of students of junior high school students in Salatiga. Furthermore, according to (Khairiyanti, 2010) states that the application of cooperative learning think pair share models can increase student learning activities in BK services in class VII D at SMPN 1 Asembagus.

In implementing the Student Team Achievement Division (STAD) treatment method, students look very enthusiastic in taking the classical guidance services because of the variety of media used and group awards. They are also active in asking questions, expressing their opinions and answering questions. The essence of the implementation of this treatment students gain new knowledge and be able to increase social interaction in themselves.

Conclusion

The Student Team Achievement Division (STAD) method can be an alternative method of guidance and counseling to improve student social interaction, it can be concluded that the students' social interactions before getting treated by the Student Team Achievement Division (STAD) method have moderate average social interactions, the social interaction of students after getting treated by the Student Team Achievement Division (STAD) method experienced an increase in social interaction into a high category and student Team Achievement Division (STAD) is effective in increasing student social interaction.

References

- Arjanggi, R., & Setiowati, E. A. (2014). *The effectiveness of student team-achievement division to increase self-regulated learning*. Paper presented at the Proceedings of the 8th International Technology, Education and Development Conference (INTED).
- Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66-70.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Fatnar, V. N., & Anam, C. (2014). Kemampuan interaksi sosial antara remaja yang tinggal di pondok pesantren dengan yang tinggal bersama keluarga. *Empathy*, 2(2), 71-75.
- Gull, F., & Shehzad, S. (2015). Effects of Cooperative Learning on Students' Academic Achievement. *Journal of Education and Learning*, 9(3), 246-255.
- Harfiyanto, D., Utomo, C. B., & Budi, T. (2015). Pola Interaksi Sosial Siswa Pengguna Gadget di SMA N 1 Semarang. *Journal of Educational Social Studies*, 4(1).
- Hariyanto, M., Mukhadis, A., & Isnandar, I. (2012). Pembelajaran kooperatif tipe STAD untuk meningkatkan interaksi dalam proses dan hasil belajar mengefrans roda gigi lurus pada siswa SMK. *Teknologi dan Kejuruan: Jurnal teknologi, Kejuruan dan Pengajarannya*, 35(1).
- Khairiyanti, Y. (2010). Penerapan cooperative learning model think pair share untuk meningkatkan aktivitas belajar siswa dalam pelayanan BK di kelas VII D di SMPN 1 Asembagus. *Penerapan cooperative learning model think pair share untuk meningkatkan aktivitas belajar siswa dalam pelayanan BK di kelas VII D di SMPN 1 Asembagus / Yuni Khairiyanti*.
- Kumar, A., & Preet Singh, A. (2016). Effect of student teams achievement divisions (STAD) method on problem solving ability in relation to critical thinking. *International Journal of Advanced Research and Development ISSN*, 2455-4030.

-
- Kusumawati, H., & Mawardi, M. (2016). Perbedaan Penerapan Model Pembelajaran Kooperatif Tipe NHT dan STAD Ditinjau dari Hasil Belajar Siswa. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 6(3), 251-263.
- Mudhofir, A., & Rusydiyah, E. F. (2016). Desain Pembelajaran Inovatif dari teori ke praktik: Raja Grafindo Persada.
- Muflih, M., Hamzah, H., & Purniawan, W. A. (2017). Penggunaan Smartphone Dan Interaksi Sosial Pada Remaja di SMA Negeri I Kalasan Sleman Yogyakarta. *Idea Nursing Journal*, 8(1), 12-18.
- Mulyaningsih, I. E. (2014). Pengaruh interaksi sosial keluarga, motivasi belajar, dan kemandirian belajar terhadap prestasi belajar. *Jurnal Pendidikan dan Kebudayaan*, 20(4), 441-451.
- Rahma, W. (2017). Pengaruh Penggunaan Metode Kooperatif Window Shopping Terhadap Partisipasi Bimbingan Konseling Klasikal. *Jurnal Penelitian Pendidikan Indonesia*, 2(2).
- Ramdhani, M. A. (2017). Lingkungan Pendidikan dalam Implementasi Pendidikan Karakter. *Jurnal Pendidikan UNIGA*, 8(1), 28-37.
- Rey, D., & Neuhäuser, M. (2011). Wilcoxon-signed-rank test. *International encyclopedia of statistical science*, 1658-1659.
- Salavera, C., Usán, P., & Jarie, L. (2017). Emotional intelligence and social skills on self-efficacy in Secondary Education students. Are there gender differences? *Journal of Adolescence*, 60, 39-46.
- Santoso, H. (2016). Pembelajaran Di Sekolah Sebagai Wahana Pengembangan Karakter Peserta Didik. *Jurnal Lentera Pendidikan Pusat Penelitian LPPM UM Metro*, 1(2), 197-203.
- Sarwono, S. W. (2010). Pengantar psikologi umum. *Jakarta: Rajawali Pers*.
- Suprihatin, S. (2017). Kompetensi Profesional Guru Bimbingan dan Konseling Dalam Pelayanan Bimbingan dan Konseling. *JIGC*, 1(1), 14-26.
- Suprijono, A. (2009). *Cooperative learning: teori & aplikasi PAIKEM*: Pustaka Pelajar.
- Wati, D. P., Yamtinah, S., & Masykuri, M. (2018). Penerapan Model Pembelajaran Student Teams Achievement Division (STAD) Dilengkapi LKS untuk Meningkatkan Interaksi Sosial dan Prestasi Belajar Siswa pada Materi Termokimia Kelas XI IPA SMA Islam 1 Surakarta Tahun Pelajaran 2016/2017. *Jurnal Pendidikan Kimia*, 7(1), 55-61.
- Yuliarni, E., Luawo, M. I. R., & Karsih, K. (2013). Pengaruh Penerapan Model Cooperative Learning Tipe Stad (Student Teams Achievement Division) Dalam Layanan Bimbingan Klasikal Terhadap Keterampilan Belajar Siswa Dalam Membaca Dengan Teknik SQ3R (Studi Pre-Eksperimen Pada Siswa Kelas XF Di SMAN 8 Bogor). *INSIGHT: Jurnal Bimbingan Konseling*, 2(1), 25-31.
- Yusuf, Y. Q., Natsir, Y., & Hanum, L. (2015). A Teacher's Experience in Teaching with Student Teams-Achievement Division (STAD) Technique. *International Journal of Instruction*, 8(2), 99-112.