Didactica :
Jurnal Kajian Pendidikan dan Pembelajaran
2026, 6(1), 33-46
https://doi.org/10.56393/didactica.v6i1.4667

Application of the Student Teams Achievement Division Cooperative Learning Model to Improve Learning Outcomes in Pancasila Education on the Archipelago Insight Material

Vina Alvia Mareta [1*], Prihatin Sulistyowati [1], Yenni Sunaryati [2]

[1] Universitas PGRI Kanjuruhan Malang, Indonesia
[2] Sekolah Menengah Pertama Negeri 10 Malang, Indonesia
* Author Correspondence

Article History
Received : 22 July 2026;
Revised : 2 September 2026;
Accepted : 24 November 2026.

Keywords
Learning Outcomes;
Pancasila Education;
Student Teams Achievement Division;
Classroom Action Research;
Archipelago Insight.

Abstract
The low learning outcomes in Pancasila Education, particularly on the Archipelago Insight (Wawasan Nusantara) material, indicate the need for a learning model that enhances student active participation. This study aims to improve learning outcomes through the Student Teams Achievement Division cooperative model. The study employed Classroom Action Research using the Kemmis and McTaggart model through the stages of planning, action, observation, and reflection across two cycles. The research was conducted at SMP Negeri 10 Malang in the even semester of the 2025/2026 Academic Year with 32 students of class VIII D as subjects. Data were collected through pretests, posttests, and observations of teacher and student activities. Quantitative data were analyzed descriptively using means and mastery percentages, while qualitative data were analyzed through reduction, display, and conclusion drawing. The results showed an improvement in learning outcomes. The mean score increased from 59.66 in the pre-cycle to 69.50 in cycle I and 81.11 in cycle II. Learning mastery increased from 27.78% to 58.33% and reached 91.67% in cycle II. Observation results also indicated increased activeness, cooperation, and self-confidence among students during group discussions, reinforcing the findings of improved learning outcomes. The specific contribution of this study is to provide empirical evidence regarding the level of effectiveness of the Student Teams Achievement Division model in the context of Pancasila Education learning at the junior high school level, particularly on the Archipelago Insight material, which has previously been under-researched. The findings indicate that the Student Teams Achievement Division model is effective in improving learning outcomes in Pancasila Education.

Contact : Corresponding author e-mail: alviavina727@gmail.com

How to Cite : Mareta, V. A., Sulistyowati, P., & Sunaryati, Y. (2026). Application of the Student Teams Achievement Division Cooperative Learning Model to Improve Learning Outcomes in Pancasila Education on the Archipelago Insight Material. *Didactica : Jurnal Kajian Pendidikan Dan Pembelajaran*, 6(1), 33–46. https://doi.org/10.56393/didactica.v6i1.4667

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Allows readers to read, download, copy, distribute, print, search, or link to the full texts of its articles and allow readers to use them for any other lawful purpose. The journal hold the copyright.

Introduction

Pancasila Education is a subject that plays a strategic role in shaping students who possess character, national insight, and the ability to think critically about various issues in community, national, and state life (Pratama et al., 2025). One important topic in Pancasila Education in grade VIII is Archipelago Insight, which aims to instill an understanding of the Indonesian nation's perspective on territory, unity, and diversity as the foundation for maintaining the integrity of the Unitary State of the Republic of Indonesia (Krisdayanti et al., 2025). Mastery of the Archipelago Insight material is expected not only to enhance the knowledge aspect but also to shape attitudes of nationalism, responsibility, and the ability to cooperate in daily life (Krisdayanti et al., 2025b). Therefore, the learning process should be able to encourage students to participate actively so that the learning objectives mandated in the Merdeka Curriculum can be achieved optimally (Uddiin et al., 2025). Ideal Pancasila Education learning also needs to position students as active subjects capable of developing critical thinking skills through meaningful learning experiences (Gultom, 2025).

This ideal condition has not been fully reflected in the learning process in class VIII D of SMP Negeri 10 Malang. Based on preliminary observations and pre-cycle tests, student learning outcomes on the Archipelago Insight material were still relatively low. Of the 32 students, only 9 students achieved the mastery score, while the other 23 students had not met the Minimum Mastery Criteria (KKM) of 75, with a class mean score of 59.66. This condition indicates that most students had not yet fully understood the concepts of Archipelago Insight and still experienced difficulties in connecting the material with real-life contexts. These findings indicate a gap between the competencies expected in the curriculum and the actual learning outcomes achieved by students in the classroom.

The low learning outcomes of students are suspected to be influenced by several factors related to the learning process (Ardiansyah & Alwi, 2025). Learning was still dominated by teacher explanations, so students tended to act as recipients of information and had not obtained sufficient opportunities to discuss or construct understanding actively (Khomaeroh et al., 2025). In addition, student interaction during learning was still limited, so the ability to cooperate and exchange ideas had not developed optimally (Lestari & Shofa, 2024). This condition caused students' learning motivation to be relatively low, as indicated by a lack of courage in expressing opinions, low participation in discussion activities, and a tendency to depend on teacher explanations (Anggriani & Humaera, 2022). These factors are suspected to be the causes of the suboptimal learning outcomes of students on the Archipelago Insight material (Fadli & Rilawati, 2025).

If these problems are not addressed immediately, they will affect the achievement of student competencies in the Pancasila Education subject (Fadli & Rilawati, 2025b). In the short term, students will continue to experience difficulties in understanding the material, so learning outcomes will remain low and learning mastery will not be achieved (Lia & Setyawan, 2023). In the long term, low understanding of the Archipelago Insight concept has the potential to affect students' ability to cultivate attitudes of nationalism, respect diversity, and apply the values of unity in daily life (Fadli & Rilawati, 2025d). Furthermore, learning that does not actively involve students can also hinder the development of 21st-century skills, such as the ability to collaborate, communicate, think critically, and solve problems (Kurniawan, 2024). Therefore,

efforts to improve learning are needed that can enhance learning outcomes while developing students' social skills (Fadli & Rilawati, 2025f). Such improvement efforts also need to consider teachers' understanding and practices in designing differentiated Pancasila Education learning according to students' needs (Manobi et al., 2024).

One alternative that can be applied to address these problems is the Student Teams Achievement Division cooperative learning model (Fadli & Rilawati, 2025g). The Student Teams Achievement Division model places students in heterogeneous groups to work together in studying the material, help each other understand concepts, and then take individual quizzes whose results contribute to group achievement (Muliana et al., 2024). Through this mechanism, students are encouraged to be responsible for their own learning while helping group members achieve shared success (Kurniawan, 2024c). The Student Teams Achievement Division cooperative learning model also provides opportunities for students to interact, discuss, exchange ideas, and develop social skills so that the learning process becomes more active and meaningful (Rakhman & Syatroh, 2015). Cooperative learning that emphasizes social interaction and group cooperation is in line with efforts to develop students' social attitudes at school (Lessnusa et al., 2024). With these characteristics, the Student Teams Achievement Division model is considered suitable for improving learning outcomes in Pancasila Education on the Archipelago Insight material (Touwe & Lasaiha, 2024).

Operationally, learning outcomes in this study are defined as the scores obtained by students on written tests (pretest and posttest) on the Archipelago Insight material, which reflect mastery of the foundations, objectives, functions, and application of Archipelago Insight values in daily life, with a minimum mastery criterion (KKM) of 75. Meanwhile, the Student Teams Achievement Division cooperative learning model is operationally defined as a series of learning steps that include material presentation by the teacher, formation of heterogeneous learning groups, group discussion and work, administration of individual quizzes, calculation of individual development scores, and awarding group rewards based on the achievement of these scores.

The effectiveness of the Student Teams Achievement Division learning model has been proven through various previous studies (Wati et al., 2018). Research has shown that the application of Student Teams Achievement Division can improve student learning outcomes because learning takes place collaboratively and provides individual responsibility within groups (Sihombing et al., 2021). Other studies have also reported that Student Teams Achievement Division can improve learning activities, motivation, and cooperation skills of students (Murtiningsih, 2021). Similar findings were reported by other researchers who stated that Student Teams Achievement Division learning is effective in improving learning outcomes in various subjects at the secondary school level (Rungkat & Rogahang, 2023). Nevertheless, most previous studies were mostly conducted in Science, Social Studies, or Mathematics subjects, while research on the application of Student Teams Achievement Division in Pancasila Education, particularly on the Archipelago Insight material in grade VIII of junior high school, remains relatively limited (Civics & Saylendra, 2020). A mapping of previous studies shows that the application of STAD has been mostly studied in science and exact subjects, for example, Natural Sciences (Puspita et al., 2018), chemistry (Wati et al., 2018), mathematics (Simaguna et al., 2020), and biology (Murtiningsih, 2021), while in Pancasila and Civic Education subjects, the

application of STAD has only been studied in general without focusing on specific material (Saylendra, 2020; Sihit et al., 2018). No research has been found that specifically examines the application of STAD on the Archipelago Insight material in grade VIII of junior high school within the framework of the Merdeka Curriculum, so this research gap becomes an important basis for this study. Therefore, this study has novelty in the context of the subject, material, and characteristics of the students studied (Zalukhu et al., 2025). This novelty is also relevant to the development of Pancasila Education studies that emphasize the importance of transformative and national-values-based pedagogical approaches (Gultom & Mari, 2025).

Based on this description, the formulation of the research problem is as follows: "Can the application of the Student Teams Achievement Division cooperative learning model improve learning outcomes in Pancasila Education on the Archipelago Insight material for students of class VIII D at Sekolah Menengah Pertama Negeri 10 Malang?" This study aims to improve student learning outcomes through the application of the Student Teams Achievement Division cooperative learning model on the Archipelago Insight material. Theoretically, the results of this study are expected to enrich the study of the application of cooperative learning models in Pancasila Education learning. Practically, this study is expected to provide benefits for teachers as an alternative effective learning model, for students in improving learning outcomes and learning activeness, and for schools as a consideration in improving the quality of the learning process.

Method

This study is a Classroom Action Research using the Kemmis and McTaggart model with the stages of planning, action implementation, observation, and reflection carried out repeatedly in two cycles, and conducted at SMP Negeri 10 Malang in the even semester of the 2025/2026 Academic Year with 32 students of class VIII D as subjects and the object of research being the improvement of learning outcomes in Pancasila Education on the Archipelago Insight material through the application of the Student Teams Achievement Division cooperative learning model. Each cycle consists of four meetings that include the implementation of learning using the Student Teams Achievement Division syntax, namely material presentation, formation of heterogeneous groups, team learning activities, individual quizzes, and group reward giving, while research data were collected through learning outcome tests and observations of teacher and student activities. Quantitative data were analyzed descriptively using mean scores and learning mastery percentages with the classical mastery formula, namely the number of students achieving a minimum score of 75 divided by the total number of students and then multiplied by 100%, while observation data were analyzed descriptively qualitatively through the stages of data reduction, data display, and conclusion drawing. The study was declared successful if at least 85% of students achieved a minimum score of 75 and there was an improvement in learning outcomes from the pre-cycle to cycle I and cycle II. The test instrument was developed based on a test blueprint covering competency achievement indicators on the Archipelago Insight material, including the aspects of foundations, objectives, functions, and application of Archipelago Insight values, with scoring criteria of 1 for correct answers and 0 for incorrect answers on each item, which were then converted into scores on a 0–100 scale. Before use, the test instrument was validated through content and construct validity

testing by [please complete: number and qualifications of material experts and learning evaluation experts who reviewed the instrument] and pilot-tested to determine item difficulty and discrimination [please complete: validity and reliability coefficients of the instrument from the pilot test]. In addition to learning outcomes, this study also analyzed student learning activities as process indicators, measured through observation sheets with indicators of asking questions, discussing in groups, completing tasks independently and in groups, and expressing opinions; the observation results were analyzed descriptively to see the development of student involvement from cycle to cycle.

Results and Discussion

Results

Before the learning action was implemented, the researcher first conducted preliminary observations and administered a pre-cycle test to determine the initial condition of learning outcomes of students in class VIII D of SMPN 10 Malang in the Pancasila Education subject on the Archipelago Insight material. The test results showed that most students still experienced difficulties in understanding the concepts of Archipelago Insight, especially regarding the foundations, objectives, functions, and application of Archipelago Insight values in daily life. This condition was evident from the low class mean score and the small number of students able to achieve the Learning Objective Achievement Criteria or the Minimum Mastery Criteria that had been set, namely 75.

Based on the pre-cycle test results, it is known that of the 32 students, only 9 students achieved learning mastery, while the other 23 students had not achieved mastery. The class mean score obtained was 59.66 with a classical mastery percentage of 27.78%. These results indicate that the initial abilities of students were still relatively low, so a learning action was needed that could improve student learning outcomes through the application of a more active and collaborative learning model. The pre-cycle learning outcome data are presented in Table 1.

Table 1. Pre-Cycle Learning Outcomes

No	Description	Result
1	Number of Students	32
2	Mean Score	59.66
3	Number of Students Mastering	9
4	Number of Students Not Mastering	23
5	Mastery Percentage	27.78%

Based on Table 1, it can be seen that most students had not achieved learning mastery. The classical mastery percentage, which only reached 27.78%, was still far below the research success indicator of 85% of students obtaining a minimum score of 75. Therefore, learning improvement actions were needed through the application of the Student Teams Achievement Division (STAD) cooperative learning model.

The action implementation in cycle I was carried out by applying the Student Teams Achievement Division (STAD) cooperative learning model. Learning was implemented according to the STAD stages, namely material presentation by the teacher, formation of heterogeneous groups, group discussion, administration of individual quizzes, and awarding

rewards to the group that obtained the best results. Through these activities, it was expected that students could help each other in understanding the material so that learning outcomes would improve.

After the entire series of learning in cycle I was completed, the researcher administered a learning outcome test to determine students' mastery of the material that had been studied. The test results showed an improvement compared to the initial condition. The class mean score increased to 69.50, while the number of students achieving learning mastery increased to 19 students or 58.33%. Although there was an improvement, these results still did not meet the research success indicator that had been set. The cycle I learning outcome data are presented in Table 2.

Table 2. Cycle I Learning Outcomes

No	Description	Result
1	Number of Students	32
2	Mean Score	69.50
3	Number of Students Mastering	19
4	Number of Students Not Mastering	13
5	Mastery Percentage	58.33%

Based on the test results in cycle I, it is known that the application of the STAD learning model began to have a positive impact on student learning outcomes. This was evident from the increase in the mean score of 9.84 points compared to the pre-cycle, as well as the increase in the number of students who mastered the material from 9 to 19 students. Nevertheless, there were still 13 students who had not achieved mastery, so learning improvement was needed in the next cycle.

Observation results during the action implementation showed that most students began to actively discuss in groups. However, several obstacles were still found, such as uneven participation of group members, some students still depending on peers with higher abilities, and the courage to express opinions in class discussions still needing improvement. Based on these reflection results, the researcher made several improvements in cycle II, including increasing assistance to each group, providing clearer role assignments to each group member, and strengthening motivation so that all students actively participated during the learning process.

The action implementation in cycle II was a refinement of cycle I based on the reflection results that had been carried out. Learning improvement was focused on increasing the activeness of all group members through clearer task division, more intensive guidance during discussions, and optimization of presentation activities and feedback from the teacher. This strategy aimed to ensure that all students obtained equal opportunities to participate actively in the learning process.

After the action in cycle II was completed, students were again given a learning outcome test. The test results showed a very good improvement compared to the previous cycle. The class mean score increased to 81.11, while the number of students achieving learning mastery increased to 29 students or 91.67%. These results had exceeded the research success indicator

set, namely at least 85% of students achieving a score of ≥75. The cycle II learning outcome data are presented in Table 3.

Table 3. Cycle II Learning Outcomes

No	Description	Result
1	Number of Students	32
2	Mean Score	81.11
3	Number of Students Mastering	29
4	Number of Students Not Mastering	3
5	Mastery Percentage	91.67%

Based on Table 3, it can be seen that student learning outcomes experienced a significant improvement. The class mean score increased by 11.61 points compared to cycle I, while the number of students who mastered the material increased from 19 to 29 students. Only 3 students had not achieved learning mastery. This success indicates that the application of the STAD cooperative learning model was able to improve student learning outcomes on the Archipelago Insight material.

In addition to the improvement in learning outcomes, observation results during learning also showed that students were more active in discussions, helped each other complete group tasks, and were more confident in expressing opinions and presenting discussion results. Cooperation among group members improved, so the learning process took place more effectively and conducively. Because the classical mastery percentage in cycle II had reached 91.67%, exceeding the success indicator set at 85%, the classroom action research was stopped in cycle II. These results indicate that the actions given had successfully improved student learning outcomes.

To determine the development of student learning outcomes during the implementation of the classroom action research, a comparison of learning outcomes was made from the pre-cycle, cycle I, to cycle II. This recapitulation showed a consistent improvement in both the class mean score and the learning mastery percentage. The data comparing learning outcomes between cycles are presented in Table 4.

Table 4. Comparison of Learning Outcomes Between Cycles

Research Stage	Mean Score	Number of Students Mastering	Mastery Percentage
Pre-Cycle	59.66	9	27.78%
Cycle I	69.50	19	58.33%
Cycle II	81.11	29	91.67%

Based on Table 4, it can be seen that the mean learning outcome score increased gradually from 59.66 in the pre-cycle to 69.50 in cycle I, then increased again to 81.11 in cycle II. The learning mastery percentage also experienced a significant increase, namely from 27.78% in the pre-cycle to 58.33% in cycle I, and finally reaching 91.67% in cycle II.

The improvement in learning outcomes between cycles occurred consistently, although the magnitude of the increase was not uniform at each stage: the increase in the mean score from the pre-cycle to cycle I was 9.84 points, while from cycle I to cycle II it was 11.61 points. The difference in the magnitude of this increase is thought to be related to the students' adaptation

process to the STAD syntax, which was relatively new in cycle I, as reflected in the observation results showing that group participation was not yet evenly distributed and some students still depended on peers with higher abilities. After improvements were made in cycle II in the form of clearer role division and more intensive group assistance, student involvement became more evenly distributed so that the improvement in learning outcomes in cycle II was greater than in cycle I.

This improvement indicates that the application of the Student Teams Achievement Division cooperative learning model is effective in improving learning outcomes in Pancasila Education on the Archipelago Insight material in class VIII D of Sekolah Menengah Pertama Negeri 10 Malang. The success of the action is evident from the achievement of the research success indicator, namely more than 85% of students obtaining a minimum score of 75, so the research objective is declared achieved.

Discussion

The results of this classroom action research indicate that the application of the Student Teams Achievement Division cooperative learning model is able to improve student learning outcomes in the Pancasila Education subject on the Archipelago Insight material in class VIII D of SMP Negeri 10 Malang (Civics & Saylendra, 2020b). The improvement in learning outcomes is evident gradually from the initial condition to the end of cycle II, so the research success indicator can be achieved (Sihit et al., 2018). These findings indicate that cooperative learning emphasizing group cooperation, individual responsibility, and group rewards is able to create a more effective learning process compared to teacher-centered learning (Pranilsa et al., 2022).

In cycle I, the improvement in learning outcomes began to be visible, but the results obtained had not yet reached the research success indicator (Suwito, 2018). This condition indicates that students were still in the adjustment stage to the application of the STAD model, which had not previously been used optimally in the learning process (Safiudin, 2024). During discussion activities, some students still tended to depend on peers with higher academic abilities, while some other students were still less confident in expressing opinions (Kumar & Raj, 2025). In addition, the teacher was also still adapting to managing learning time, guiding group discussions, and ensuring that all group members participated actively (Safiudin, 2024b). This condition caused the effectiveness of learning in cycle I to not yet run optimally (Suwito, 2018b).

Based on the reflection results of cycle I, various improvements were made in cycle II, including increasing the intensity of guidance to each group, providing clearer task division to each group member, strengthening learning motivation, and providing reinforcement and feedback more directed during the discussion process (Safiudin, 2024c). These improvements had a positive impact on student involvement in learning (Kumar & Raj, 2025b). All group members began to show responsibility for their respective tasks, communication between students became better, and discussions took place more actively (Pranilsa et al., 2022b). This condition had implications for increased conceptual understanding, which ultimately had an impact on improving student learning outcomes in cycle II (Zalukhu et al., 2025b).

The success of the action in this study can be explained through the characteristics of the STAD cooperative learning model (Simaguna et al., 2020). In the STAD model, students learn

in heterogeneous groups so that a process of mutual assistance, information exchange, and mutual explanation of the material being studied occurs (Rakhman & Syatroh, 2015b). These activities enable students to construct their understanding through social interaction with peers (Safiudin, 2024d). In addition, the administration of individual quizzes encourages each student to be responsible for their own learning outcomes, while group rewards increase the motivation of all members to achieve the best performance (Simaguna et al., 2020b). The combination of individual responsibility and group cooperation is the main factor driving the improvement of student learning outcomes (Kumar & Raj, 2025c).

The results of this study are also in line with constructivist theory, which states that knowledge is actively constructed through learning experiences and social interaction (Suryana et al., 2022). In STAD learning, students do not only receive information from the teacher but also construct knowledge through discussion, asking questions, providing explanations, and solving problems together with group members (Zalukhu et al., 2025c). This process makes learning more meaningful so that the concept of Archipelago Insight is easier for students to understand and remember (Puspita et al., 2018).

The findings of this study support various results of previous studies concluding that the STAD cooperative learning model is effective in improving student learning outcomes in various subjects (Wati et al., 2018b). Previous studies have shown that STAD is able to improve learning activities, motivation, cooperation, and learning outcomes because students obtain opportunities to help each other understand the material through group discussions (Simaguna et al., 2020c). Nevertheless, the magnitude of the improvement in learning outcomes in each study can vary because it is influenced by student characteristics, learning material, the teacher's ability to manage learning, and the learning environment conditions (Kumar & Raj, 2025d). In this study, the Archipelago Insight material has characteristics close to daily life, making it easier for students to discuss and connect concepts with real experiences (Kumar & Raj, 2025e). Compared to studies applying different learning models, for example, Problem Based Learning, which emphasizes contextual problem-solving to develop 21st-century skills (Muliana et al., 2024), STAD in this study emphasizes strengthening individual responsibility through quizzes and group rewards, so the improvement in learning outcomes occurs more structured and measurable in each cycle.

In addition to the improvement in learning outcomes, this study also shows positive changes in non-cognitive aspects (Wati et al., 2018c). During the action implementation, students appeared more active in asking questions, brave in expressing opinions, helping each other complete group tasks, and showing better responsibility for individual and group tasks (Saputri et al., 2023). Students' learning motivation also increased, as indicated by enthusiasm in participating in discussions, seriousness in completing individual quizzes, and enthusiasm for obtaining group rewards (Murtiningsih, 2021b). This increase in achievement motivation is in line with the finding that social support, including support from peers and teachers, plays an important role in improving students' achievement motivation (Nurrahman & Kharunisa, 2024). From the teacher's side, the ability to manage cooperative learning also improved, especially in organizing group discussions, providing reinforcement, and facilitating the involvement of all students during the learning process (Civics & Saylendra, 2020c). As a form of data triangulation, observation notes recorded that in cycle II, a number of students who were

previously passive began to take the initiative to ask questions and were willing to present group discussion results without being asked by the teacher.

Although the research has achieved the success indicator, the implementation of the action still faces several obstacles. At the beginning of the STAD application, some students were not accustomed to working in groups, so discussions did not take place effectively (Hidayat et al., 2020). In addition, there were still students who lacked confidence to express opinions, and some groups needed more time to complete tasks (Zalukhu et al., 2025d). These obstacles were overcome by providing clearer directions regarding the role of each group member, increasing assistance during discussions, providing motivation continuously, and optimizing learning time management in cycle II (Zalukhu et al., 2025e).

This study also has several limitations. First, the study was only conducted in one class with a limited number of students, so the results cannot be generalized to all levels or educational units (Yasna et al., 2022). Second, the study was only conducted in two cycles, so it cannot describe the sustainability of learning outcome improvement in the long term (Siregar et al., 2024). Third, the focus of the study was only on the Archipelago Insight material, so the effectiveness of the STAD model on other Pancasila Education materials still requires further research (Mufidah, 2021).

Theoretically, the implications of this study indicate that the STAD cooperative learning model can be used as an alternative strategy for Pancasila Education learning, especially on materials that require conceptual understanding and cooperation among students (Pranilsa et al., 2022c). Practically, the application of STAD not only improves learning outcomes but also develops communication skills, collaboration, responsibility, and active participation of students in the learning process (Saputri et al., 2023b). Therefore, Pancasila Education teachers are advised to integrate the STAD model sustainably by paying attention to the characteristics of the material and the needs of students so that the learning process becomes more meaningful, active, and student-centered (Busmarizal, 2020).

Conclusion

The application of the Student Teams Achievement Division cooperative learning model has been proven to improve learning outcomes in Pancasila Education on the Archipelago Insight material. The results of the classroom action research indicate a gradual improvement in learning outcomes from the pre-cycle to cycle II, indicated by the increase in the class mean score from 59.66 in the pre-cycle to 69.50 in cycle I and 81.11 in cycle II. The learning mastery percentage also experienced an increase from 27.78% in the pre-cycle to 58.33% in cycle I, then reaching 91.67% in cycle II, thus exceeding the research success indicator of at least 85% of students achieving a minimum score of 75. These findings confirm that the application of the Student Teams Achievement Division cooperative learning model is effective in improving student learning outcomes through learning activities that emphasize group cooperation, individual responsibility, and active participation during the learning process. Nevertheless, the results of this study apply to the research context involving grade VIII students on the Archipelago Insight material, so its application to other materials or educational levels requires adjustment according to the characteristics of students and the learning environment. Based on these findings, this study recommends several practical steps as follows: (1) Pancasila Education

teachers are advised to apply the STAD syntax consistently accompanied by strengthening group role division from the beginning of the cycle to accelerate the students' adaptation process; (2) schools are advised to provide training in cooperative learning management for teachers so that the application of STAD can take place optimally from the first cycle; and (3) the STAD assessment instrument should be equipped with a test blueprint as well as documented validity and reliability testing to support the accountability of classroom action research results. As a follow-up research agenda, it is recommended to conduct studies on the application of STAD to other Pancasila Education materials, the application of STAD at different levels or subjects, as well as comparative studies combining STAD with other learning models, for example, Problem Based Learning, to see their relative effectiveness in improving learning outcomes and 21st-century skills.

Acknowledgments

The authors would like to express their gratitude to Universitas PGRI Kanjuruhan Malang, especially the Professional Teacher Education Program, for the academic support and opportunities provided during the implementation of this research. The authors also express their gratitude to Sekolah Menengah Pertama Negeri 10 Malang for granting permission, facilities, and support so that the research could be carried out properly.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

References

Anggriani, E. I., & Humaera, I. (2022). Seating arrangements in discussion groups as the factor of the students' willingness to speak English in foreign language classroom. *Al Lughawiyaat, 2*(1). https://doi.org/10.31332/alg.v2i1.2912

Ardiansyah, A., & Alwi, N. M. (2025). Implementasi Kurikulum Merdeka pada minat belajar siswa. *Jurnal Ilmiah Profesi Pendidikan, 10*(2), 1140–1145. https://doi.org/10.29303/jipp.v10i2.3253

Busmarizal, B. (2020). Peningkatan pembelajaran Ilmu Pengetahuan Sosial dengan menggunakan model kooperatif tipe Student Team Achievement Division (STAD). *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia, 6*(1), 31–39. https://doi.org/10.29210/120202674

Civics, N. P., & Saylendra, N. P. (2020). Implementasi model kooperatif tipe Student Team Achievement Division (STAD) dalam pembelajaran PPKn. *CIVICS: Jurnal Pendidikan Pancasila dan Kewarganegaraan, 3*(1). https://doi.org/10.36805/civics.v3i1.853

Fadli, H., & Rilawati, R. (2025). Meningkatkan minat, motivasi dan keaktifan belajar siswa dengan penerapan metode diskusi kelompok pada kelas V SD Negeri 04 Asam Jujuhan Kab. Dhamasraya. *Indonesian Journal on Education, 1*(4), 426–432. https://doi.org/10.70437/jioed.vii4.238

Gultom, A. F. (2025). Revitalizing Pancasila as living philosophy: Socratic-based classroom experimentation to foster critical thinking skills. *Paidea: Jurnal Pendidikan dan Pembelajaran Indonesia, 5*(2), 78–91. https://doi.org/10.56393/paidea.v5i2.4174

Gultom, A. F., & Mari, G. (2025). The civil religion debate: Is Pancasila a substitute for or a protector of traditional faiths? *KASTA: Jurnal Ilmu Sosial, Agama, Budaya dan Terapan,* 5(3), 154–169. https://doi.org/10.58218/kasta.v5i3.2427

Hidayat, H., Mulyani, H., Arifin, N. N., & Rahmawati, N. S. (2020). Pembelajaran pendidikan kewarganegaraan melalui pendekatan pembelajaran kooperatif tipe Student Team Achievement Divisions di sekolah dasar. *Jurnal Pendidikan Kewarganegaraan, 4*(1), 106. https://doi.org/10.31571/pkn.v4ii.1479

Khomaeroh, D. H. K., Nashir, M. A., Hairina, R. F., Oktavia, R. N., & Pratiwi, D. A. (2025). Optimalisasi keterlibatan siswa dalam pembelajaran aktif Kurikulum Merdeka di SDN Kuin Utara 7. *MARAS Jurnal Penelitian Multidisiplin, 3*(2), 584–591. https://doi.org/10.60126/maras.v3i2.905

Krisdayanti, R., Valentina, T., Nuraina, N., Andriani, L., & Karunia, M. (2025). Studi literatur riview pendidikan kewarganegaraan tentang wawasan kebangsaan Indonesia. *SMASH Journal of Social Management Sains and Health, 2*(2), 152–158. https://doi.org/10.57235/smash.v2i2.7176

Kumar, D., & Raj, H. (2025). Cooperative learning: The foundation for interactive classroom. *International Journal of Social Science Research, 2*(5), 433–441. https://doi.org/10.70558/ijssr.2025.v2.i5.30655

Kurniawan, A. (2024). Realitas dan solusi: Pembelajaran abad 21 (studi kajian kepustakaan). *NALAR Jurnal Pendidikan dan Kebudayaan, 3*(1), 1–7. https://doi.org/10.56444/nalar.v3ii.409

Lessnusa, A., Ritiauw, S. P., & Rusfadir, S. A. (2024). Peran guru dalam mewujudkan sikap sosial siswa di sekolah dasar. *Lucerna: Jurnal Riset Pendidikan dan Pembelajaran, 4*(1), 9–14. https://doi.org/10.56393/lucerna.v4i1.2299

Lestari, E. P., & Shofa, A. M. A. (2024). Penerapan metode debat aktif untuk meningkatkan kemampuan berdiskusi siswa pada mata pelajaran PPKn. *Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial, 4*(2). https://doi.org/10.17977/um063v4i2p6

Lia, S. P., & Setyawan, A. (2023). Penerapan metode diskusi untuk meningkatkan motivasi belajar siswa pada mata pelajaran tematik kelas V SD. *Cahaya, 1*(1), 16–24. https://doi.org/10.70115/cahaya.viii.41

Manobi, A. E. R. P., Sumadi, T., & Abdillah, F. (2024). Pemahaman dan praktik guru Pendidikan Pancasila berbasis pembelajaran berdiferensiasi di Sekolah Menengah Atas. *Educare: Jurnal Penelitian Pendidikan dan Pembelajaran, 4*(2), 32–38. https://doi.org/10.56393/educare.v4i2.2639

Mufidah, L. (2021). Urgensi penelitian tindakan kelas dalam memperbaiki praksis pembelajaran. *At-Tajdid Jurnal Pendidikan dan Pemikiran Islam, 4*(2), 168. https://doi.org/10.24127/att.v4i02.1426

Muliana, M., Fonna, M., & Nufus, H. (2024). Pengaruh penerapan Problem Based Learning (PBL) terhadap keterampilan abad 21. *Ar-Riyadhiyyat Journal of Mathematics Education,* 5(1), 22–30. https://doi.org/10.47766/arriyadhiyyat.v5i1.2900

Murtiningsih, E. (2021). Model pembelajaran STAD untuk meningkatkan motivasi dan prestasi belajar siswa 81 SMPN 1 Dolopo. *Diklabio: Jurnal Pendidikan dan Pembelajaran Biologi,* 5(2), 198–207. https://doi.org/10.33369/diklabio.5.2.198-207

Nurrahman, A. L., & Kharunisa, N. Z. (2024). Peran dukungan sosial dalam meningkatkan motivasi berprestasi pada siswa Sekolah Menengah Atas. *Lentera: Jurnal Kajian Bidang Pendidikan dan Pembelajaran, 4*(2), 66–71. https://doi.org/10.56393/lentera.v4i2.2807

Pranilsa, F., Juita, R., & Budiman, S. (2022). Meningkatkan kerja sama peserta didik melalui model pembelajaran Student Teams Achievement Division (STAD) di kelas IV SD Negeri 112/I Perumnas. *As-Sabiqun, 4*(2), 375–394. https://doi.org/10.36088/assabiqun.v4i2.1762

Pratama, D., Hambali, H., & Haryono, H. (2025). Pengaruh pendidikan Pancasila terhadap wawasan kebangsaan siswa kelas XI SMA Negeri 1 Teluk Meranti. *SAKOLA Journal of Sains Cooperative Learning and Law, 2*(1), 264–274. https://doi.org/10.57235/sakola.v2i1.5490

Puspita, S. F., Reffiane, F., & Huda, C. (2018). Pengaruh model pembelajaran STAD (Student Teams Achievement Division) terhadap penanaman pemahaman konsep siswa dalam pembelajaran IPA. *JS (Jurnal Sekolah), 3*(1), 52–57. https://doi.org/10.24114/js.v3i1.1632

Rakhman, A., & Syatroh, I. L. (2015). The analysis of Students' Team Achievement Divisions (STAD) used in learning practice of translating and interpreting. *P2M STKIP Siliwangi, 2*(1), 19–30. https://doi.org/10.22460/p2m.v2i1p19-30.160

Rungkat, J. A., & Rogahang, M. K. (2023). Implementasi model pembelajaran Student Teams Achievement Division (STAD) untuk meningkatkan hasil belajar siswa di kelas VII SMP Negeri 1 Talawaan. *SCIENING Science Learning Journal, 4*(1), 87–93. https://doi.org/10.53682/slj.v4i1.6729

Safiudin, K. (2024). Implementation of the STAD cooperative learning model to improve student understanding. *Journal of Student-Centered Learning, 1*(2), 97–108. https://doi.org/10.63687/jscI.vii2.17

Saputri, I. D., Dewi, R. P., & Natali, D. (2023). Peningkatan kerja sama dan tanggung jawab dalam materi iklan melalui penerapan model pembelajaran kooperatif STAD pada siswa kelas VC SD Kanisius Sengkan. *Academia: Jurnal Inovasi Riset Akademik, 3*(3), 134–142. https://doi.org/10.51878/academia.v3i3.2472

Saylendra, N. P. (2020). Implementasi model kooperatif tipe Student Team Achievement Division (STAD) dalam pembelajaran PPKn. *CIVICS: Jurnal Pendidikan Pancasila dan Kewarganegaraan, 3*(1). https://doi.org/10.36805/civics.v3i1.853

Sihit, A. V. H., Nusarasriya, Y. H., & Mediatati, N. (2018). Upaya meningkatkan hasil belajar siswa dalam pembelajaran PPKn melalui penggunaan metode STAD di kelas VII E SMP. *JS (Jurnal Sekolah), 2*(3), 174–180. https://doi.org/10.24114/js.v2i3.9908

Sihombing, I. L., Simarmata, E. J., Mahulae, S., & Silaban, P. J. (2021). Meningkatkan hasil belajar siswa dengan menggunakan model Student Teams Achievement Division (STAD) pada siswa sekolah dasar. *Jurnal Basicedu, 5*(5), 3974–3979. https://doi.org/10.31004/basicedu.v5i5.1010

Simaguna, L. H., Kristayulita, K., & Kurniawati, K. R. A. (2020). Hasil dan motivasi belajar siswa menggunakan pembelajaran kooperatif tipe STAD. *Jurnal Tadris Matematika, 3*(1), 67–76. https://doi.org/10.21274/jtm.2020.3.1.67-76

Siregar, I., Salmah, T., Hartati, T., & Nola, I. S. (2024). Refleksi dan evaluasi dalam penelitian tindakan kelas. *QOÜBA Jurnal Pendidikan, 1*(1), 41–47. https://doi.org/10.61104/qouba.viii.159

Suryana, E., Aprina, M. P., & Harto, K. (2022). Teori konstruktivistik dan implikasinya dalam pembelajaran. *JIIP: Jurnal Ilmiah Ilmu Pendidikan,* 5(7), 2070–2080. https://doi.org/10.54371/jiip.v5i7.666

Touwe, S., & Lasaiba, M. A. (2024). Enhancing science education through the Student Teams Achievement Division (STAD) learning model: An experimental study on process skills and learning outcomes at middle school. *Al-Ishlah: Jurnal Pendidikan, 16*(2), 1178–1192. https://doi.org/10.35445/alishlah.v16i2.5372

Uddiin, A. R., Nisa, A. F., Khosiyono, B. H. C., Zulfiati, H. M., & Wibawa, S. (2025). Filsafat Pancasila pada implementasi dokumen Kurikulum Merdeka. *Aulad Journal on Early Childhood, 8*(3), 1247–1260. https://doi.org/10.31004/aulad.v8i3.1302

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. https://doi.org/10.20961/jpkim.v7ii.24562

Yasna, I. M., Antara, A. A. P., & Nayun, I. W. (2022). Penelitian tindakan kelas pada pembelajaran matematika di sekolah (Studi evaluatif terhadap hasil-hasil penelitian mahasiswa). *Suluh Pendidikan,* 20(1), 78–93. https://doi.org/10.46444/suluh-pendidikan.v20ii.410

Zalukhu, I. N., Lase, B. P., Lase, F., & Harefa, A. T. (2025). Penerapan model pembelajaran kooperatif tipe Student Teams Achievement Divisions (STAD) untuk meningkatkan hasil belajar peserta didik pada mata pelajaran Pendidikan Pancasila. *JIIP: Jurnal Ilmiah Ilmu Pendidikan, 8*(9), 10903–10915. https://doi.org/10.54371/jiip.v8i9.9326