

**ABSTRAK****PENGARUH PENERAPAN MODEL PEMBELAJARAN KOOPERATIF  
TIPE *STUDENT TEAM ACHIEVEMENT DIVISION* (STAD) TERHADAP  
KEMAMPUAN MENGINTERPRETASI DAN MENGANALISIS SISWA  
KELAS V SD**

Melsaria Permatasari  
Universitas Sanata Dharma  
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Latar belakang penelitian ini adalah keprihatinan terhadap hasil penelitian PISA tahun 2012 dan 2015 kemampuan IPA siswa Indonesia. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe *Student Team Achievement Division* (STAD) terhadap kemampuan menginterpretasi dan menganalisis siswa kelas V di SD.

Jenis penelitian ini adalah *quasi-experimental* tipe *pretest posttest non-equivalent group design*. Populasi yang digunakan adalah seluruh siswa kelas V di salah satu SD swasta yang berada di Yogyakarta sebanyak 46 siswa. Sampel penelitian terdiri dari dua kelompok yaitu kelas VB sebanyak 22 siswa sebagai kelompok kontrol dan kelas VA sebanyak 24 siswa sebagai kelompok eksperimen. *Treatment* penelitian kelompok eksperimen adalah model pembelajaran kooperatif tipe STAD, dengan langkah penyampaian tujuan dan motivasi, pembagian kelompok, presentasi dari guru, kegiatan belajar dalam tim (kerja tim), kuis (evaluasi), penghargaan prestasi tim.

Hasil penelitian menunjukkan bahwa 1) Model pembelajaran kooperatif tipe STAD berpengaruh terhadap kemampuan menginterpretasi. Rerata selisih skor kelompok eksperimen ( $M = 0,48$ ,  $SE = 0,08$ ) lebih tinggi daripada rerata selisih kelompok kontrol yaitu ( $M = 0,13$ ,  $SE = 0,14$ ). Perbedaan skor tersebut signifikan  $t(44) = -2,13$ ,  $p = 0,038$  ( $p < 0,05$ ). *Effect size* model pembelajaran kooperatif tipe STAD terhadap kemampuan menginterpretasi adalah 0,31 atau setara dengan 10% termasuk pada kategori menengah. 2) Pembelajaran Kooperatif tipe STAD berpengaruh terhadap kemampuan menganalisis. Skor rerata selisih kelompok eksperimen ( $M = 0,40$ ,  $SE = 0,10$ ) lebih tinggi daripada rerata selisih kelompok kontrol yaitu ( $M = 0,03$ ,  $SE = 0,14$ ). Perbedaan skor tersebut signifikan  $t(44) = -2,08$ ,  $p = 0,043$  ( $p < 0,05$ ). *Effect size* model pembelajaran kooperatif tipe STAD terhadap kemampuan menganalisis adalah 0,30 atau yang setara dengan 9% termasuk pada kategori menengah.

Kata kunci: Pembelajaran kooperatif, STAD, kemampuan berpikir kritis, kemampuan menginterpretasi, kemampuan menganalisis.

**ABSTRACT****THE EFFECT OF IMPLEMENTATION STUDENT TEAM ACHIEVEMENT DIVISION (STAD) OF COOPERATIVE LEARNING MODEL ON THE ABILITY TO INTERPRET AND ANALYZE OF THE FIFTH GRADERS ELEMENTARY SCHOOL**

Melsaria Permatasari  
Sanata Dharma University  
2019

*This research background was concerning of the result of PISA in 2012 and 2015 which were about the poor science ability of Indonesian students. This study aimed to understand the influence of cooperative learning model type Student Team Achievement Division's on the ability to interpret and analyze on the fifth graders.*

*This study was quasi-experimental research with pre-test and post-test non-equivalent group design type. The population used in this research were all of the fifth graders in one of the private Yogyakarta Elementary School which were 46 students. The sample of this research consisted of two groups from VB, which are 22 students as the control group, and VA, which are 24 students as the experimental group. The treatment applied to the experimental group was cooperative learning with STAD type, which was related to the delivery of goals and motivation, division of groups, presentation from the teacher, team work, quizzes (evaluation), and team achievement award*

*There result of this study showed that 1) STAD of cooperative learning model influenced the ability to interpret. The average difference score of the experimental group ( $M = 0.48$ ,  $SE = 0.08$ ) was higher than the control group's ( $M = 0.13$ ,  $SE = 0.14$ ) with  $t(44) = -2.13$ ,  $p = 0.038$  ( $p < 0.05$ ) significant difference. The effect size of the cooperative learning model type STAD on the ability to interpret is 0.31 or equal to 10% that belonged to the medium category. 2) STAD of cooperative learning model influences the ability to analyze. The average difference score of the experimental group ( $M = 0.40$ ,  $SE = 0.10$ ) was higher than the control group's ( $M = 0.03$ ,  $SE = 0.14$ ) with  $t(44) = -2.08$ ,  $p = 0.043$  ( $p < 0.05$ ) significant difference. The effect size of the cooperative learning model type STAD on the ability to analyze was 0.30 or equal to 9% that belonged to the medium category.*

*Key words: Cooperative learning, STAD, critical thinking skills, ability to interpret, ability to analyze.*