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FROM PASSIVE TO ACTIVE: TRANSFORMING SOCIAL STUDIES LEARNING WITH THE STAD COOPERATIVE MODEL AT SMP NEGERI 57 MUARO JAMBI

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ABSTRACT: This study aims to improve student learning outcomes and activeness in Integrated Social Sciences (IPS) learning through the implementation of the Student Team Achievement Division (STAD) cooperative learning model in class VIII of SMP Negeri 57 Muaro Jambi. The research method used Classroom Action Research (CAR). The research subjects were 25 class VIII students in the odd semester of the 2025/2026 academic year. Data were collected through observation, interviews, learning outcome tests, and documentation. The results showed that the implementation of the STAD model significantly improved student learning outcomes, with the average post-test score increasing from 66.52 in cycle I to 90.00 in cycle II. The percentage of learning completeness increased from 43% to 91.3%, while the N-Gain score increased from 0.23 (low category) to 0.67 (medium-high category). In addition, student learning activity and motivation also experienced a significant increase. Students became more active in thinking, dared to express opinions, and showed better cooperation and responsibility in groups. Thus, the application of the STAD type cooperative model has proven effective in improving students' learning outcomes and social interactions in Integrated Social Studies learning at SMP Negeri 57 Muaro Jambi.

Keywords: Cooperative Learning, STAD, Learning Outcomes, Integrated Social Studies, Student Motivation.

1. INTRODUCTION

National education serves to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the people. The goal of education is to cultivate learners' potential so that they become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, competent, independent, and responsible democratic citizens. In this context, Social Studies (IPS) holds a strategic position, as it not only transfers knowledge but also fosters students' critical thinking abilities and social awareness in community life. Social Studies acts as a vehicle for character education that prepares the younger generation to actively participate in national development and global society [1-3].

Social Studies should be viewed as an integral component of overall education because it functions to guide and direct students to understand democratic values, social responsibility, and their roles as interdependent global citizens [4-5]. Effective Social Studies learning should not merely rely on textbooks or teacher-centered lectures but instead emphasize active student engagement in constructing knowledge through direct interaction and experience [6-7]. In this regard, mastery of content alone is not the only indicator of success; learning outcomes should also reflect cognitive, affective, and social dimensions in an integrated manner [7-10].

However, numerous studies and observations indicate that Social Studies instruction at the junior high school level still faces serious challenges. The dominance of conventional teacher-centered models remains a major issue [11-15]. As a result, students tend to be less motivated, less participative, and their learning outcomes remain suboptimal. A similar condition was found at SMP Negeri 57 Muaro Jambi, where teachers still apply one-way instruction without the support of interactive media or technology. Teacher student interactions remain limited, two-way communication is minimal, and group formation rarely considers students' individual differences. These issues directly affect

students' achievement in Social Studies: the average score remains around 64–65, and most students have not met the Minimum Mastery Criterion (SKM) of 75 as determined by the National Education Standards Agency (BSNP).

This phenomenon reveals a research gap between the ideal implementation of Social Studies under the Merdeka Curriculum, which emphasizes student agency and collaborative learning [16], and the factual classroom practices that continue to rely heavily on lecturing methods. Previous studies [17], have demonstrated that the Student Team Achievement Division (STAD) cooperative learning model can improve student outcomes across various subjects. However, empirical studies exploring its implementation in the context of integrated Social Studies at the junior high school level remain limited. Moreover, most prior research has predominantly focused on cognitive outcomes, while affective and social aspects core characteristics of Social Studies learning have not been sufficiently explored.

Therefore, this study offers novelty through the application of the STAD cooperative learning model in the context of integrated Social Studies instruction that simultaneously develops students' cognitive, affective, and social domains. This approach not only aims to enhance academic performance but also to strengthen social interaction, collaboration, and intrinsic motivation among students. The implementation of STAD is expected to foster active learning aligned with the principles of the Merdeka Curriculum and the Profile of Pancasila Students, through heterogeneous teamwork that cultivates both individual and collective responsibility [18-19].

Based on the above rationale, this study focuses on improving integrated Social Studies learning through the implementation of the Student Team Achievement Division (STAD) cooperative learning model among eighth-grade students at SMP Negeri 57 Muaro Jambi. The research aims to provide empirical evidence supporting the effectiveness of collaborative learning models in enhancing learning achievement and social interaction quality in the era of the Merdeka Curriculum.

2. METHODS

This study employed a Classroom Action Research (CAR) method with a descriptive qualitative approach supported by quantitative data. The research design referred to the Kemmis and McTaggart spiral model, which consists of four recurring stages: planning, acting, observing, and reflecting [20-21]. The research was conducted at SMP Negeri 57 Muaro Jambi during the first semester of the 2025/2026 academic year, involving 25 eighth-grade students (15 males and 10 females) as participants. Each learning cycle consisted of two meetings implementing the Student Team Achievement Division (STAD) cooperative learning model, which includes six main phases as described by [22-23], setting goals, presenting materials, forming groups, guiding team work, conducting individual evaluations, and giving group rewards.

Data were collected through observation, interviews, learning achievement tests, and documentation. Observation was used to assess teacher and student activities during the learning process, while achievement tests were administered at the end of each cycle to measure students' cognitive improvement. The collected data were analyzed qualitatively to describe behavioral changes and student engagement, and quantitatively by calculating the increase in average scores and the percentage of mastery, as presented in the following formula:

$$P = \frac{F}{N} x100\%$$

Description:
P = Percentage
F = Frequency
N = Number of respondents

The indicator of successful action was determined if at least 75% of students achieved a score of ≥ 75 and demonstrated an increase in learning activity, collaboration, and motivation from one cycle to the next.

3. RESULTS AND DISCUSSION

This classroom action research was conducted in two cycles with the aim of improving the quality of social studies learning through the implementation of the cooperative learning model, Student Teams Achievement Division (STAD), in Grade VIII of SMP Negeri 57 Muaro Jambi. Each cycle consisted of the stages of planning, implementation, observation, and reflection. The research findings are presented based on quantitative data in the form of students' pretest and posttest scores, as well as qualitative data obtained from observations and interviews. In general, the application of STAD was able to enhance student engagement in the learning process, improve learning outcomes, and create a more interactive classroom atmosphere. The detailed results of the research are described as follows:

Students' Learning Outcomes

Cycle I

Cycle I learning was carried out in two meetings in August 2025, with each session lasting 90 minutes and involving 23 eighth-grade students. The material taught was Indonesia's geographical conditions through the implementation of the cooperative learning model, STAD. In the planning stage, the researcher prepared the Lesson Plan *(RPP),* pretest and posttest questions, as well as Student Worksheets *(LKPD).* In the implementation stage, students were divided into heterogeneous groups and given the opportunity to learn collaboratively. Observations were conducted throughout the learning activities to assess both teacher and student engagement.

Table 1: Classroom Management in Cycle I

No	Observed Aspect	Assessment	Average
			P2
1. Introduction		P1	
a. Student Motivation	2	2	2
b. Stating Learning Objectives	2	2	2
c.Connecting with Previous Lesson	2	2	2
d.Organizing Students in Learning	2	2	2
2. Main Activities			
a. Presenting the Steps of the STAD Cooperative Model	3	3	3
b. Guiding Students in Activities	3	3	3
c. Supervising Each Student in Turn	3	3	3
d. Providing Assistance to Students Facing Difficulties	3	3	3
3. Closing			
a. Guiding Students to Make a Summary	3	3	3
b. Giving Evaluation	3	3	3
4. Time Management	2	2	2
5. Class Enthusiasm			
a. Student Enthusiasm	2	2	2
b. Teacher Enthusiasm	2	2	2
Total	32	32	32

Table 1 presents the results of classroom management observations in Cycle I. The data show that several aspects in the introduction stage, such as motivating students, stating the learning objectives, connecting with previous lessons, and organizing students, were only rated as "fair" with an average score of 2. Similarly, time management and classroom enthusiasm (both students and teacher) also received an average score of 2, indicating areas that need improvement. In contrast, most aspects of the main learning activities and the closing stage were rated higher, with an average score of 3 ("good"). These include presenting the steps of the STAD cooperative learning model, guiding students in activities, supervising students, providing assistance, guiding students to summarize, and giving evaluation. Overall, the total score for classroom management in Cycle I was 32, with the findings highlighting the need to enhance student motivation, clarity of objectives, time management, and overall enthusiasm in order to achieve more effective learning outcomes in the next cycle. The four aspects that received lower scores represent weaknesses in the implementation of learning during Cycle I and will serve as the basis for reflection and revision to be carried out in Cycle II. Furthermore, to calculate students' learning outcomes, the N-Gain formula was used.

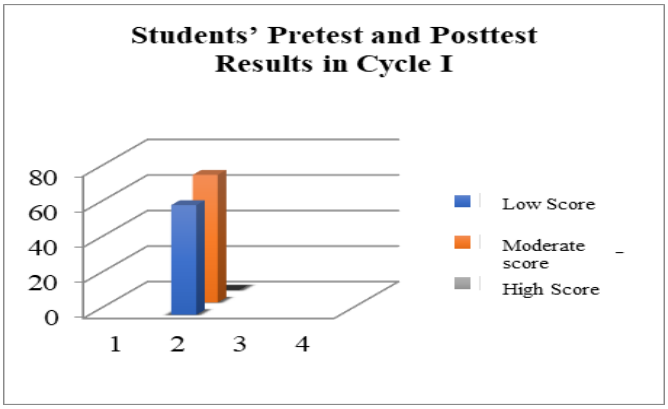

Figure 1. Students' Pretest and Posttest Results in Cycle I

The chart illustrates the distribution of students' learning outcomes across the low, moderate, and high categories. The results indicate that most students are in the moderate score category, while some remain in the low score category. This suggests that the learning implementation has had a positive effect by shifting students' achievements from the low to the moderate level, although no students have yet reached the high score category. Therefore, further improvement in teaching strategies is needed to optimize learning outcomes and help students achieve the high category.

Table 2 Recapitulation of Test Results in Cycle I

No	Description	Cycle Results
1	Average Score of Formative Test	66.52
2	Number of Students Achieving Mastery	10
3	Percentage of Learning Mastery	43%
4	N-Gain	0.23

Based on the table analysis, the implementation of the STAD cooperative learning model showed that the average student score increased from 53.91 in the pretest to 66.52 in the posttest. However, the learning mastery level achieved was only 43%. This finding indicates that in the first cycle, classical mastery had not yet been achieved, as the proportion of students with scores ≥65 was only 43%, still below the established standard of 75%. This condition was mainly due to the adaptation factor, in which students were still in the adjustment stage and had not fully understood the purpose and application of the STAD cooperative learning model implemented by the teacher.

Cycle II

Cycle II learning was conducted in two meetings in August 2025, with each session lasting 90 minutes and involving the same 23 eighth-grade students. The topic covered was Indonesia's geographical conditions and the conservation of natural resources, taught through the implementation of the STAD cooperative learning model. In the planning stage, the researcher revised and improved the teaching materials, including a more detailed Lesson Plan (RPP), pretest and posttest questions, and enhanced Student Worksheets (LKPD) designed to encourage active participation. During the implementation stage, students were again divided into heterogeneous groups, but with greater emphasis on collaborative discussion, peer support, and individual accountability through quizzes.

Table 3: Recapitulation of Teacher's Instructional Performance Observation in Cycle I

No	Observed Aspect	Assessment P1	Average P2
A. Introduction			
1. Student Motivation	3	3	3
2. Stating Learning Objectives	3	4	3.5
3.Connecting with Previous Lesson	3	3	3
4.Organizing Students in Learning	3	3	3
B. Main Activities			
1. Presenting the Steps of the STAD Cooperative Model	4	4	4
2. Guiding Students in Activities	4	4	4
3.Supervising Each Student in Turn	4	4	4
4. Providing Assistance to Students Facing Difficulties	3	3	3
C. Closing			
1. Guiding Students to Make a Summary	4	4	4
2. Giving Evaluation	4	4	4
D. Time Management	3	3	3
E. Class Enthusiasm			
1. Student Enthusiasm	4	4	4
2. Teacher Enthusiasm	4	4	4
Total	46	47	41.5

Based on the data in the table, it can be seen that the aspects observed in the learning activities of Cycle II through the application of the STAD cooperative learning model received relatively good assessments from the observers. Overall, no aspects were rated as "fair" or "poor." However, these achievements cannot yet be considered fully optimal, as there are still several areas that require further attention for improving the implementation of learning in the next stage. These aspects include providing motivation to students, guiding students in formulating conclusions or discovering concepts, and managing instructional time. Improvements in these areas are expected to enhance students' ability to summarize the material learned and express their ideas, thereby leading to a deeper understanding of the subject matter. Furthermore, to measure students' learning outcomes, the N-Gain formula was used.

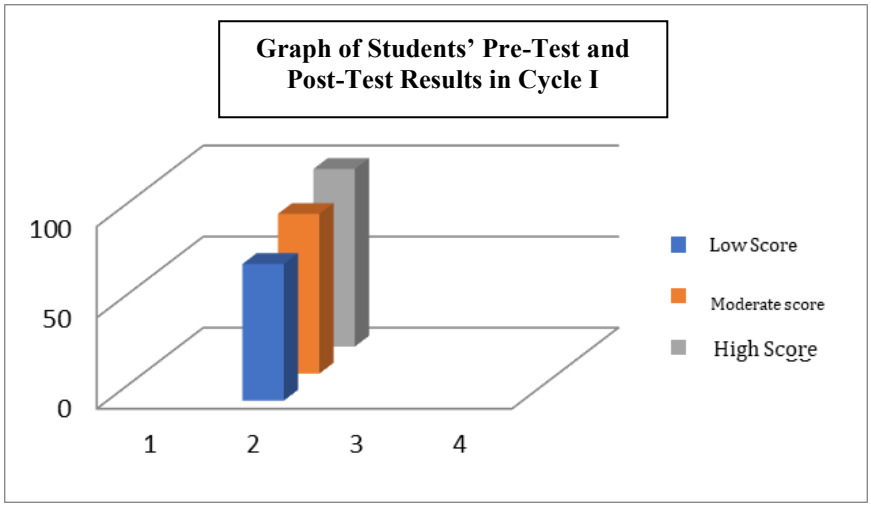

Figure 1 Graph of Students' Pre-Test and Post-Test Results in Cycle I

The chart illustrates the distribution of students' learning outcomes across three categories: low score, moderate score, and high score. It can be seen that the number of students in the low score category is relatively small compared to the other categories. A larger proportion of students fall into the moderate score category, indicating that most students have achieved an intermediate level of understanding. In addition, a number of students have reached the high score category, showing a significant improvement in learning outcomes after the implementation of the STAD cooperative

learning model. Overall, the chart demonstrates a clear shift of students' achievement from the low category to the moderate, and even to the high category, confirming the effectiveness of STAD in enhancing students' understanding of the material.

Table 4: Recapitulation of Test Results in Cycle I

No	Description	Cycle Results
1	Average Score of Formative Test	70.86
2	Number of Students Achieving Mastery	21
3	Percentage of Learning Mastery	91.30%
4	N-Gain	0.67

Table presents the learning outcomes of students in Cycle II. The average formative test score increased to 70.86, with 21 students achieving mastery, equivalent to 91.30% of the class. This percentage clearly exceeded the classical mastery criterion of 75%, indicating that the majority of students successfully achieved the expected learning outcomes. Furthermore, the N-Gain score of 0.67 falls into the moderate-to-high category, reflecting substantial improvement in students' comprehension compared to Cycle I. These results demonstrate that the adjustments made after Cycle I such as enhancing student motivation, clarifying learning objectives, improving time management, and increasing classroom interaction had a significant positive impact. Overall, the findings of Cycle II confirm that the application of the STAD cooperative learning model was effective in improving both student achievement and active engagement in social studies learning. The comparison of students' learning outcomes in Social Studies using the cooperative learning model of the STAD type between Cycle I and Cycle II is as follows:

Table 5: Comparison of Learning Outcomes Between Cycle I and Cycle II

Learning Outcomes	Pre-Test	Post-Test
Cycle I	53.91	70.86
Cycle II	66.52	90.00

Table 6: Percentage of Learning Outcomes in Cycle and Cycle II

Learning Outcomes	Pre-Test	Post-Test
Cycle I	26%	34.8%
Cycle II	44%	91.3%

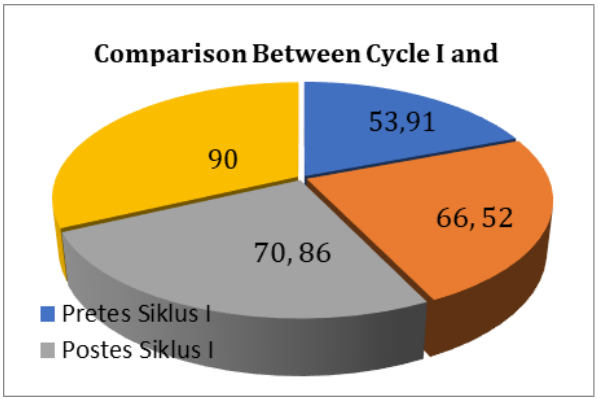

Figure 2 Graph of Learning Outcome Percentages in Cycle I and Cycle II

Based on the diagram in Figure 4.3, it can be seen that students' learning outcomes in Cycle I and Cycle II showed an increase in both the pre-test and post-test stages. The pre-test score in Cycle I was recorded at 53.9, while in Cycle II it increased to 66.5. Meanwhile, the post-test score in Cycle I was 70.86 and in Cycle II it significantly increased to 90.

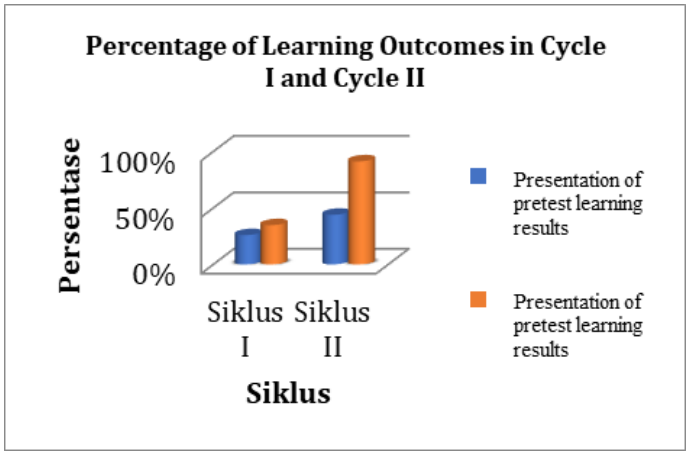

Figure 3 Graph of the Comparison of Pre-Test and Post-Test Results Between Cycle I and Cycle II

Outcome percentages from Cycle I and Cycle II also shows an improvement. In Cycle I, the percentage of students' learning outcomes for the pre-test was 26%, and for the post-test was 44%. In Cycle II, the percentage for the pre-test increased to 34.8%, and the post-test reached 91.3%. This trend indicates that the learning implementation in Cycle II was more effective compared to Cycle I. The increase in pre-test scores reflects better student readiness before the learning process, while the rise in post-test scores demonstrates the students' success in understanding the material after learning. Therefore, the learning strategy applied in Cycle II can be considered successful in improving students' learning outcomes compared to the previous cycle.

Quantitative data from this study showed that after the implementation of the STAD cooperative learning model, the average student posttest score increased significantly from 66.52 in Cycle I to 90.00 in Cycle II, the percentage of mastery learning rose from 43% to 91.30%, and the N-Gain score shifted from the low category to the moderate-to-high category (0.23 → 0.67). These improvements indicate that refinements in instructional practices such as enhancing student motivation, clarifying learning objectives, improving time management, and fostering more intensive peer interaction were effective in deepening students' understanding of the subject matter. Similar findings were reported by [11] in her study at SMPN 22 Semarang, where the application of STAD in social studies significantly increased students' average scores across cycles, with mastery learning exceeding 90% by the end of Cycle II. A comparable trend was observed by [5] in mathematics (polynomial material) in Pemalang, where student achievement also improved from the first to the second cycle, though the level of mastery was not as high as in social studies, reaffirming the general effectiveness of STAD in promoting academic progress across subjects.

International studies further reinforce these results. Demonstrated that STAD significantly enhances both learning achievement and knowledge retention compared to traditional teaching methods (International Journal of Higher Education). Similarly, [1, 7, 12]. found that cooperative learning methods, including STAD, consistently yielded higher academic achievement compared to competitive and individualistic learning settings, while also strengthening social motivation and group cohesion. Taken together, both local and international evidence confirm that STAD is not only effective in improving academic performance but also has positive effects on motivation, engagement, and students' social skills. This reinforces STAD's position as a reliable cooperative learning model for enhancing the overall quality of education in various instructional contexts.

Teacher and Student Activities

Observations revealed a consistent improvement in student activities throughout the implementation of the STAD cooperative learning model. In Cycle I, most students were still in the adjustment phase of working within groups. Their participation was present but remained limited, as only a few students actively engaged in discussions or expressed their ideas. Many students were still hesitant to contribute, preferring to listen rather than interact, which resulted in uneven levels of involvement among group members. This condition reflected the fact that students were not yet fully accustomed to the cooperative learning structure and the accountability required in STAD. In Cycle II, however, students demonstrated significant progress. They became more confident in expressing opinions, actively participated in group discussions, and showed a stronger sense of responsibility for the completion and quality of

group work. Peer interaction was more dynamic, as students were not only willing to share their own perspectives but also responsive to the ideas of others. This collaborative environment encouraged critical thinking, mutual support, and a more equal distribution of roles within each group.

Teacher activities also showed improvement across the cycles. In Cycle I, the teacher primarily focused on implementing the lesson plan and monitoring group processes. Although the guidance was given, feedback tended to be general and did not always address individual learning needs. By Cycle II, the teacher's role became more optimal. The teacher actively facilitated discussions, provided timely and constructive feedback, and guided students in refining their understanding of key concepts. Moreover, the teacher was more effective in motivating students, managing classroom dynamics, and ensuring that every learner was engaged in the learning process. Overall, the progressive increase in both student and teacher activities indicates that the implementation of the STAD model not only improved students' academic outcomes but also fostered a more interactive, collaborative, and student-centered learning environment.

Qualitative findings revealed a significant transformation in students' attitudes, motivation, and participation during the implementation of the Student Teams Achievement Division (STAD) cooperative learning model. Students expressed that they felt more enthusiastic, motivated, and confident when learning through STAD compared to traditional lectures. They noted that peer explanations were easier to understand than teacher explanations because classmates often used everyday language and examples that were closer to their experiences.

The evolution of the teacher's role

Based on the interview results, the majority of students expressed that they felt more motivated and enthusiastic about learning social studies through the implementation of the STAD cooperative learning model compared to the conventional methods previously used by the teacher. Students reported that group discussions allowed them to share knowledge, correct one another, and help each other understand the material in a simpler way. Explanations delivered by peers were perceived as easier to grasp than the teacher's explanations alone, as they were communicated in everyday language that was more relatable to their way of thinking. In addition, students highlighted that the individual quizzes contributing to the overall group score served as a strong motivator for them to study more independently. They felt a personal responsibility not only to master the material themselves but also to contribute positively to the performance of their group. This created both a competitive and collaborative atmosphere, as each group member strived to perform well for the collective achievement of the team. Furthermore, the interviews revealed that students experienced increased self-confidence when they successfully expressed their opinions or answered questions in front of their group. Students who were initially passive gradually became more involved, felt valued, and were encouraged to participate actively. This dynamic fostered important forms of social capital such as collaboration, mutual trust, and collective responsibility, which are essential elements of successful cooperative learning. The findings are consistent with the core principles of the STAD model, namely individual accountability (each student is responsible for their own learning outcomes) and group rewards (achievements are recognized collectively). The combination of these principles proved effective in fostering learning motivation, enhancing peer interaction, and creating a more meaningful learning environment. Consequently, social studies learning not only resulted in improved academic performance but also strengthened non-cognitive aspects such as self-confidence, responsibility, and students' social skills.

The evolution of the teacher's role from Cycle I to Cycle II demonstrates a significant pedagogical transformation aligned with the principles of adaptive instructional design and 21st-century education. In Cycle I, the teacher primarily acted as an organizer, focusing on structuring student groups, organizing tasks, and ensuring procedural adherence to the *Student Teams Achievement Division* (STAD) model. However, in Cycle II, the teacher's role evolved into that of a facilitator and motivator, actively guiding learning processes, providing constructive feedback, and offering emotional support to sustain student engagement. This transformation reflects [7]. concept of adaptive instruction, which emphasizes that effective teaching must continuously respond to learners' needs and context through flexible strategies.

The teacher's facilitative role aligns with recent empirical findings. A study [11, 23], revealed that the implementation of STAD enhanced students' empathy, confidence, and collaborative competence in English learning. Teachers who actively mediated peer interactions created a supportive environment that nurtured social awareness and self-assurance. Similarly, [13] found that cooperative learning through STAD not only improved students' analytical abilities but also strengthened their social interaction skills, particularly when teachers closely monitored group dynamics and provided adaptive feedback. Moreover, [19] confirmed that the implementation

of STAD significantly enhanced students' critical thinking and problem-solving skills in economics learning. In this context, the teacher's role shifted from being a transmitter of knowledge to a facilitator of reflective and collaborative thinking. Likewise, [16] found that STAD integration reduced students' speaking anxiety and increased self-confidence when the teacher established a psychologically safe and engaging learning environment. Consequently, improved instructional management in Cycle II led to a more interactive and student-centered classroom atmosphere, consistent with the core attributes of 21st-century learning communication, collaboration, creativity, and critical thinking.

The findings further indicate that the STAD model, when facilitated adaptively, contributes not only to cognitive achievement but also to social and emotional development. It fosters teamwork, responsibility, and mutual respect, which are essential for long-term academic and interpersonal success. Supporting this [19] reported that combining STAD with authentic assessment strategies significantly improved students' social attitudes and knowledge competencies in Makassar classrooms. However, not all results have been consistently positive. Observed that the application of STAD did not yield a statistically significant improvement in students' self-efficacy, suggesting that the teacher's emotional mediation and motivational strategies are crucial determinants of cooperative learning success. Overall, the effectiveness of STAD relies heavily on the teacher's pedagogical adaptability the ability to balance cognitive instruction with affective facilitation. Teachers who can adjust their instructional design based on students' needs, group dynamics, and emotional states are more capable of fostering sustainable, interactive, and meaningful learning. Therefore, future research should employ longitudinal approaches to examine how the evolving teacher roles within cooperative learning models like STAD influence students' independent learning, critical thinking, and social cohesion across various educational contexts.

4. CONCLUSION

The findings of this classroom action research demonstrate that the implementation of the Student Teams Achievement Division (STAD) cooperative learning model significantly improved students' learning outcomes and classroom engagement in Social Studies among eighth-grade students of SMP Negeri 57 Muaro Jambi. The quantitative results indicate a substantial increase in the average post-test scores from 70.86 in Cycle I to 90.00 in Cycle II and a rise in the percentage of learning mastery from 43% to 91.3%, supported by an N-Gain improvement from 0.23 (low) to 0.67 (moderate–high). These data confirm that the adjustments made in Cycle II, particularly in enhancing student motivation, optimizing time management, and refining instructional facilitation, were effective in achieving higher learning performance. Qualitative findings further revealed that STAD created a more interactive and collaborative learning atmosphere. Students became more confident, motivated, and responsible for their learning, while the teacher's role evolved from an organizer to a facilitator and motivator who provided constructive feedback and emotional support. This change fostered positive interdependence, peer support, and mutual trust key components of successful cooperative learning. The implementation of STAD also promoted 21st-century skills such as communication, collaboration, critical thinking, and creativity, making the learning process more meaningful and student-centered. Overall, the study concludes that the STAD cooperative learning model is highly effective in improving both cognitive and socio-emotional outcomes in Social Studies learning. It not only enhances academic achievement but also cultivates students' collaboration, empathy, and self-confidence.

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