

Abstrak

Tujuan peneliti adalah untuk mengetahui pengaruh penggunaan model pembelajaran *Student Teams Achievement Division (STAD)* Dalam Meningkatkan Hasil Belajar Afektif (Sikap Kerjasama) siswa kelas III. Penelitian ini menggunakan metode kuantitatif dengan jenis *Quasi Eksperimen Desain* tipe *Prestes Posstest Nonequivalent Control Group Desain*. Populasi Penelitian ini adalah siswa kelas III di SDN Negeri Paterongan 2 Tahun Ajaran 2022/2023. Pengambilan sampel menggunakan *Nonprobability Sampling* jenis sampel jenuh. Sampel penelitian ini sebanyak 19 siswa. Data dikumpulkan dengan menggunakan lembar observasi sikap kerjasama siswa, lembar rencana pelaksanaan pembelajaran dan lembar observasi keterlaksanaan model pembelajaran. Hasil penelitian menunjukkan bahwa: 1) keterlaksanaan model pembelajaran dengan hasil observasi 85,5% dengan kategori sangat baik, 2) terdapat pengaruh model pembelajaran *Student Teams Achievement Division (STAD)* Dalam Meningkatkan Hasil Belajar Afektif (Sikap Kerjasama) Siswa melalui hasil uji *pared sample t Test* ($0,00 < 0,05$).

Kata kunci: Model Pembelajaran *Student Teams Achievement Division*, sikap kerjasama, afektif.

Abstract

The purpose of the researchers was to find out if there was a *Student Teams Achievement Division (STAD)* learning model in improving affective learning outcomes (cooperative attitude) for class III students. This study used a quantitative method with a *Quasi-Experimental Design Type Pretest Postobservasii Nonequivalent Control Group Design*. The population of this study were third grade students at Paterongan 2 Public Elementary School for the 2022/2023 Academic Year. Sampling using *Nonprobability Sampling* saturated sample types. The sample of this research is 19 students. Data was collected using observation sheets for students' cooperative attitudes, learning implementation plan sheets and observation sheets for the implementation of learning models. The results showed that: 1) the implementation of the learning model with the observation results of 85.5% was in the very good category, 2) there was an influence of the *Student Teams Achievement Division (STAD)* learning model in Improving Affective Learning Outcomes (Cooperation Attitude) of Students through the results of the Independent t test Test ($0.00 < 0.05$).

Keywords: *Student Teams Achievement Division Learning Model*, cooperative attitude