

Research Article

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The Effect of Using the STAD (Student Teams Achievement Division) Cooperative Model Assisted by Finger Puppets on Students' Learning Motivation

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ABSTRACT

Background: The ability of students to listen to stories from teachers and then be able to tell them again is not easy, and it will not be as expected. Because students' comprehension abilities vary when receiving and studying the story's content, teachers need a learning model to improve their students' storytelling abilities. In reality, class III students at State Elementary School 5 Pulang Pisau cannot concentrate and are interested in learning using the storytelling method. **Aim:** This research aims to determine the effect of using the STAD-type cooperative model assisted by finger puppets on motivation to learn Indonesian, especially in improving the storytelling skills of class III students at State Elementary School 5 Pulang Pisau. **Method:** This research uses a quantitative experimental approach. The research sample comprised 19 class III students at State Elementary School 5 Pulang Pisau. **Results and Discussion:** The research results show that (1) There is a positive influence that the STAD type cooperative method assisted by finger puppets has on the storytelling skills of class III students because the results Wilcoxon test analysis on all students has a value of $Asymp.Sig. (2 Tailed) of 0.000 > 0.05$. (2) There is a difference in the average indicator value for students before treatment, namely 13.5, and after treatment, the average value is 24.05. **Conclusion:** Based on the discussion, it can be concluded that using the STAD-type cooperative method assisted by finger puppet media positively affects students' motivation and storytelling skills.

Keywords: Use of Finger Puppets, Instructional Media, Utilization Analysis



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INTRODUCTION

Education is an effort to develop human potential through the learning process and/or other methods known and recognized by society. The 1945 Constitution of the Republic of Indonesia Article 31 paragraph (1) states that every citizen has the right to education, and paragraph (3) emphasizes that the Government seeks and implements a national education system that increases faith and piety as well as noble morals in order to make the nation's life more intelligent. Regulated by law. To realize this, policies and efforts are needed that are clearly programmed into the Government's agenda in the form of implementing national education.

In the educational process, language plays a very important role. Language is used as a communication tool, both orally and in writing, at the level of law, policy making, and implementation. One of the functions of Indonesian is as a language of instruction in the world of education. One way to improve language skills is by telling stories. There are many benefits for students to listen to information, news, or stories well and then retell it in their own language without changing the content or essence of the story they hear.

The ability of students to listen to stories from the teacher and then be able to tell them again is not an easy thing and will be as expected because students' comprehension abilities vary in terms of receiving and studying the content of the story. Teachers need a learning model to improve their students' abilities in telling stories. In reality, class III students at State Elementary School 5 Pulang Pisau, are not all able to concentrate and are interested in learning using the storytelling method. This means there are still many students who are not fluent in expressing their ideas through telling stories, students tend to lack confidence in speaking about something, and students are also too lazy to learn a language and hear things they think they already know, which creates feelings bored with the delivery of learning that does not interest them. This can be seen in the learning outcomes of students in Indonesian language subjects, with an average score of 66.57, while the Minimum Completeness Criteria determined by the school is 75.

METHOD

This research method is a quantitative experiment that involves two groups of students, namely the Group that will be given treatment and the Group without treatment, or the control group, which will then be used as a comparison class. The research population was 116 people, consisting of 6 elementary schools in Cluster I in Pulang Pisau. Then, State Elementary School 5 Pulang Pisau students were selected as a sample of 19 people because the school has two class III rooms, so it was easy to make comparisons. The research location was conducted at State Elementary School 5 Pulang Pisau, located in Pulang Pisau Regency, from August 2023 to October 2023. The data collection technique used in this research is a questionnaire. The instrument used in this research used a closed questionnaire model with two options. Questionnaires are given at the beginning of the activity and at the end of the activity. The questionnaire used was tested on similar respondents, in which 30 valid items were obtained with a reliability coefficient of 0.94.

RESULTS AND DISCUSSION

Result

The research results and discussions were carried out by researchers with class III participants at State Elementary School 5 Pulang Pisau in the Experimental Class and Control class, namely Class III, with 38 students and a Minimum Completeness Criteria of 75. The dependent variable is the motivation to learn Indonesian. The independent variable studied was the STAD-type cooperative model assisted by finger puppets, and the dependent variable was storytelling skills. The data obtained in this research is learning motivation in Indonesian language subjects. Based on data obtained using questionnaires given to students before and after treatment, they were given treatment in the experimental class and control. The following is statistical data to provide an overview of students' interest in Indonesian language subjects.

Table 1.

Frequency distribution of results data before treatment Motivation to learn Indonesian for Experimental Class students

No.	Value Interval	Frequency	F(%)
1	20 – 34	6	32%
2	35 – 49	10	53%
3	50 – 64	3	16%
4	65 – 79	0	0
5	80 – 94	0	0
Amount		19	100%

Based on these values, a histogram of group data can be formed as follows:

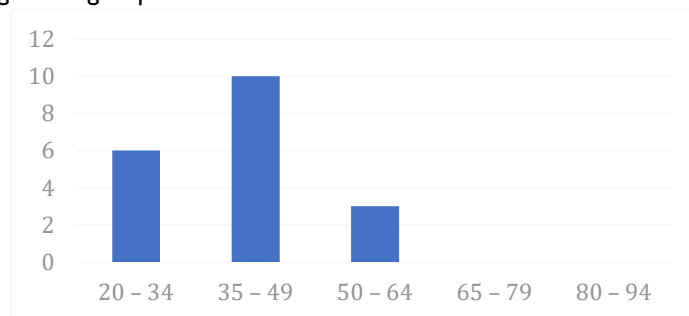


Figure 1.

Histogram of pretest results on motivation to learn Indonesian for Experimental Class students

Figure 1 above shows that student's motivation to learn Indonesian is quite low and varies, where the Value Interval obtained starts from 20 - 34 for six people, 35 - 49 for ten people, and 50 - 64 for three people. This value was obtained from a questionnaire given at the start of the activity to determine the motivation for learning Indonesian with a questionnaire instrument of 30 questions.

Table 2.

Frequency distribution of results data before treatment of Indonesian language learning motivation for Control class students

No.	Value Interval	Frequency	F(%)
1	20 - 34	5	26%
2	35 - 49	11	58%
3	50 - 64	3	16%
4	65 - 79	0	0
5	80 - 94	0	0
Jumlah		19	100%

Based on these values, a histogram of group data can be formed as follows:

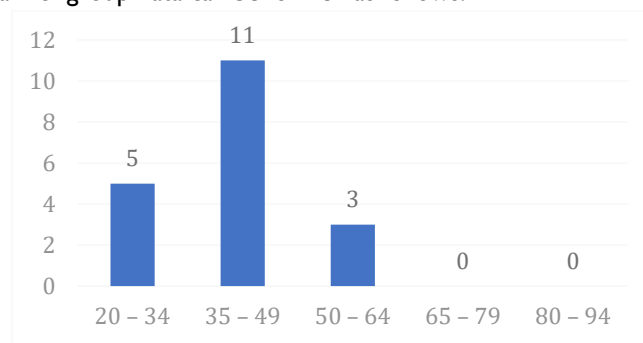


Figure 2.

Histogram of pretest results on Indonesian language learning motivation for Control class students

Figure 2 above shows that students' motivation to learn Indonesian is quite low and varies, where the Value Interval obtained starts from 20 - 34 for five people, 35 - 49 for 11 people, and 50 - 64 for three people. This value was obtained from a questionnaire given at the start of the activity to determine the motivation for learning Indonesian with a questionnaire instrument of 30 questions.

Table 3.

Frequency distribution of results data after treatment of motivation to learn Indonesian for Experimental Class students

No.	Value Interval	Frequency	F(%)
1	20 - 34	0	0%
2	35 - 49	0	0%
3	50 - 64	3	16%
4	65 - 79	6	32%
5	80 - 94	10	53%
Jumlah		19	100%

Based on these values, a histogram of group data can be formed as follows:

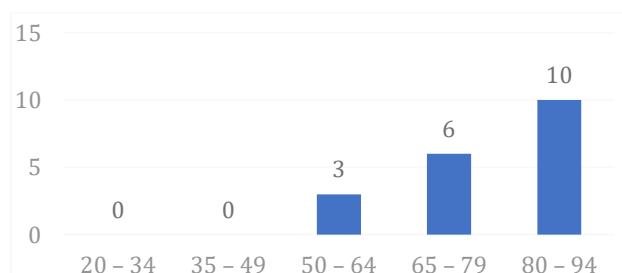


Figure 3.

Histogram of results after treatment of Indonesian language learning motivation for Experimental Class students

Figure 3 above shows that the motivation to learn Indonesian for Experimental Class students is quite high and varied, where a Value Interval of 50 – 64 was obtained for three people, 65 – 79 for six people, and 80 – 94 for ten people. This value was obtained from a questionnaire given at the end of the activity to determine the motivation for learning Indonesian with a questionnaire instrument of 30 questions.

Table 4.

Frequency distribution of results data after treatment of Indonesian language learning motivation for Control class students

No.	Value Interval	Frequency	F(%)
1	20 – 34	0	0%
2	35 – 49	2	11%
3	50 – 64	11	58%
4	65 – 79	6	32%
5	80 – 94	0	0%
Jumlah		19	100%

Based on these values, a histogram of group data can be formed as follows:

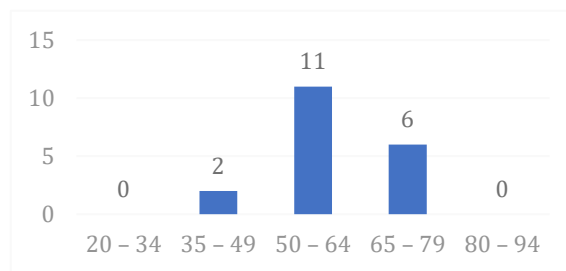


Figure 4. Histogram of results after treatment of Indonesian language learning motivation for Control class students

Figure 4 above shows that the motivation to learn Indonesian for Control class students is quite sufficient and varied, where a Value Interval of 35 - 49 was obtained for two people, 50 - 64 for 11 people, and 65 - 79 for six people. This value was obtained from a questionnaire given at the end of the activity to determine the motivation for learning Indonesian with a questionnaire instrument of 30 questions.

Table 5.

Description of motivation to learn Indonesian before and after treatment in the Control class and Experiment

		Statistic			
		Pre Test	Post Test	Pre Test	Post Test
		Control class	Control class	Experimental Class	Experimental Class
N	Valid	19	19	19	19
	Missing	0	0	0	0
Mean		45.83	60.56	41.62	78.54
Median		35.00	53.00	32.00	75.00
Std.Deviation		10.652	9.022	7.728	11.011
Variance		113.470	81.404	59.724	121.262
Range		36	35	24	42
Minimum		28	39	30	50
Maximum		64	74	54	92

Based on the data obtained from the results before the Indonesian language learning motivation treatment in the Control class, the Frequency distribution data can be described as follows: calculated average value = 45.83; variance = 113.470; Standard Deviation = 10.625; Maximum Value = 64; Minimum Value = 28; with a range of values (range) = 36; and Median = 35. And the results after the treatment of Indonesian language learning motivation for Control class students, Frequency distribution data

can be described as follows: calculated average value = 60.56; variance = 81.404; Standard Deviation = 9.022; Maximum Value = 74; Minimum Value = 39; with value range (range) = 35; and median = 53.0.

The data above were also obtained from the results before the Indonesian language learning motivation treatment in the Experimental Class. The Frequency distribution data can be described as follows: calculated average value = 41.62; variance = 59.724; Standard Deviation = 7.728; Maximum Value = 54; Minimum Value = 30, with a range of values (range) = 24; and Median = 32. And the results after treatment of Indonesian language learning motivation for Experimental Class students, Frequency distribution data can be described as follows: calculated average value = 78.54; variance = 121.262; Standard Deviation = 11.011; Maximum Value = 92; Minimum Value = 74; with a range of values (range) = 39; and median = 75.0.

Analysis Prerequisite Testing

Table 6.
Data Normality Test

	Tests of Normality			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Control class	.165	19	.185*	.941	19	.274
Experimental Class	.124	19	.200*	.950	19	.400

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The table above shows the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests. The Kolmogorov-Smirnov p-value (Sig) Group was 0.185 > 0.05 in the Control group. Because it is > 0.05, based on the Kolmogorov-Smirnov test, the data for each Control group is Normally distributed. The P value of the Kolmogorov-Smirnov test in the Experimental Group is 0.200 > 0.05, so the Experimental Group has a Norm distribution. And based on the Shapiro-Wilk test, the Control Group Shapiro-Wilk p-value (Sig) was 0.274 > 0.05 in the Control group. Because it is >0.05, based on the Shapiro-Wilk test, the data for each Control group is normally distributed. The P value of the Shapiro-Wilk test in the Experimental Group is 0.400 > 0.05, so the Experimental Group has a Normal distribution.

Table 7.
Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Pre Test	Based on Mean	12.228	1	36	.001
	Based on Median	10.865	1	36	.002
	Based on the Median and with adjusted df	10.865	1	23.567	.003
	Based on trimmed mean	11.940	1	36	.001

The table above shows the homogeneity test results using Levene's Test method. The Levene group is shown in the Group based on Mean row, namely 12.286 with a p-value (sig) of 0.001 where <0.05, which means there is no equal variance between groups or which means non-homogeneous.

Table 8.
Hypothesis Test
Independent T Test

	Kelompok	Group Statistics			
		N	Mean	Std. Deviation	Std. Error Mean
Nilai	Kontrol	19	15.7895	5.77907	1.32581
	Eksperimen	19	36.4737	12.23551	2.80702

The table above shows the mean or average for each Group, namely in the experimental Group, which is 36.4737, which is higher than the control group, which is 15.7895.

Table 9.
 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	12.286	.001	-6.663	36	.000	-20.68421	3.10437	-26.98017	-14.38825
	Equal variances not assumed.			-6.663	25.650	.000	-20.68421	3.10437	-27.06957	-14.29885

The Group of Levene test results for homogeneity are the same as discussed above, namely non-homogeneous. Because it is non-homogeneous, use the second row, Group t count 6.663. DF in the t-test is N-2, i.e., in this case, 38-2=36. You can compare this calculated t group with the t table on DF 36 and probability 0.05.

Research Hypothesis:

Ho: The motivation to learn Indonesian among students taught the STAD-type cooperative model assisted by finger puppets is rejected.

H1: Motivation to learn Indonesian for students taught the STAD type cooperative model assisted by finger puppets is accepted.

Discussion

Based on the research data above, it is proven that using the STAD-type cooperative model assisted by finger puppets greatly affects the motivation to learn Indonesian for class III students at State Elementary School 5 Pulang Pisau. This can be seen in the different scores in the two classes that were given treatment and those that were not.

The Student Teams Achievement Division (STAD) type cooperative model is a type of cooperative learning that emphasizes interaction between students to motivate and help each other master the material and achieve maximum achievement. However, this learning model cannot run properly without the support of concrete objects or intermediaries as tools to accompany the teaching and learning process. There is a need for learning tools or media that can attract students' attention. The role of tools or media in storytelling skills using props can help develop students' imagination regarding the content of the story/objects in a story contained in it. Many learning media can attract students' attention, one of which is finger puppet media. According to Gunarti (2010:5) Finger puppets are dolls that can be inserted into the fingers. They are small, the size of an adult's fingers. According to Laraswati (2014:9), finger puppets are puppets made to resemble faces or various shapes of objects with various characteristics that can be played with using the tips of the fingers of the demonstrator's hand.

Finger puppets contain an educational element for students who initially only see the teacher acting as a model. Then, the students will also act as models while telling a story. Thus, researchers believe that students will be interested in the stories presented, listen to the stories, and have a positive impact on students' language development, especially in storytelling skills. This is as expressed by Wina Sanjaya (in Sukerti, 2017). One of the advantages of cooperative learning is that it can develop students' abilities to test their own ideas and understanding and receive feedback. Motivation can be defined as an incentive for someone to do something that leads to positive behavior. Meanwhile, learning motivation, according to Abraham Maslow, is constant, never-ending, fluctuating, and complex. This is what is required, and it is mostly a universal characteristic of every organism's activities. (Sriyati, Dantes & Candiasa, 2014).

This influence also exists because the STAD-type cooperative learning model contains factors that arouse students' learning motivation. According to Djamarah (2001), students' motivation arises because of the student's own interest in learning, but motivation also arises because of the participants' extrinsic factors. Students get points after learning, prizes, competition or competition in learning, ego involvement, evaluation results after learning, and praise given by the teacher to students who get the best scores (Sari, 2016). All of these factors can be obtained from learning using the STAD-type cooperative model. Furthermore, there is a positive and significant influence between STAD-type cooperative learning on learning motivation because one of the advantages of cooperative learning, according to Ngalimun, is that it can increase students' ability to use information and make abstract learning abilities real (real) (Sari, 2016).

Research on the STAD-type cooperative model has indeed been carried out by several people, including on storytelling skills. This is proven by research that examines these competencies. Therefore, researchers are encouraged to do research in the same field but with different objects and techniques. Relevant research has been carried out by someone and obtained valid results following the title and objectives of the researcher.

Research by Zulfan Mahmudah (2018) found that the STAD-type cooperative learning model affected students' learning motivation in Class V science learning at State Elementary School 08 Bengkulu City. Meanwhile, Syahputri (2018) found the influence of the STAD learning model on the learning outcomes of students in Indonesian language subjects in Class V MIN Glugur Darat II, East Medan District, FY 2017/2018. Meanwhile, Ainara (2021) found the influence of the STAD-type cooperative learning model on the learning outcomes of elementary school students. These studies also examined the influence of the STAD-type cooperative learning model on motivation and learning outcomes but did not examine concrete media. In this case, the researchers used finger puppets to help increase students' motivation. This is what differentiates this research from previous studies.

Researchers use finger puppets to help the STAD-type cooperative method to attract students' interest and learning motivation. Even from research results in data, the results are very significant in increasing understanding, presenting data interestingly and reliably, stimulating attention, activating students, and clarifying material delivery. According to Winda (2014), finger puppet media can be an effective alternative for developing learning methods and materials that suit the goals and functions to be achieved.

This STAD-type cooperative learning method, assisted by finger puppets, is truly impressive for students who have studied it. Because the learning atmosphere is certainly different from that of direct learning methods. The level of student interest is much higher afterward because students do not feel like they are learning. But it's like playing with fellow peers. This makes it easier for their ideas to emerge, resulting in short pieces of dialogue. Then, it can be put together into a story based on the results of their heterogeneous thoughts, but then structured and developed together into a story. So, the researcher's goal was achieved, wanting to improve storytelling skills in class III elementary school students.

CONCLUSION

The conclusions show that (1) the STAD-type cooperative method assisted by finger puppets positively influences the storytelling skills of class III students because the results of the Wilcoxon test analysis for all students have Asymp.Sig values. (2 Tailed) of $0.000 > 0.05$. (2) There is a difference in the average indicator value for students before treatment, namely 13.5, and after treatment, the average value is 24.05. Based on the analysis and discussion, it can be concluded that the use of the Student Teams-Achievement Divisions (STAD) type cooperative method assisted by finger puppet media has a positive effect on students' motivation and storytelling skills.

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