

# **Improving Cooperative Attitudes in Indonesian Language Learning Through the Cooperative Learning Model Stad Type in Class IV of SDN Kuningan Barat 01 South Jakarta**

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## **ABSTRACT**

This study aims to improve the cooperative attitude of fourth grade students at SDN Kuningan Barat 01 through the application of the STAD *cooperative learning* model in Indonesian language learning. This study used the Classroom Action Research (CAR) method, which was carried out in three cycles, each cycle consisting of planning, implementation, observation, and reflection stages. Data were obtained through observation sheets on mutual cooperation attitudes and documentation of learning activities. The results showed an increase in students' mutual cooperation attitudes, from 55% in Cycle I to 75% in Cycle II and 90% in Cycle III. These findings indicate that the STAD cooperative learning model is effective in encouraging students to work together, participate actively, and show responsibility in group activities. Thus, the application of the STAD model can be an alternative learning strategy that is relevant for strengthening character values, especially mutual cooperation attitudes in Indonesian language learning.

**Keywords:** Mutual Cooperation Attitude, STAD, Indonesian Language Learning

## **INTRODUCTION**

Education has a strategic role in shaping students' abilities, attitudes, and character to face the developments of the times (Saebeni, 2016). Law Number 20 of 2003 emphasizes that education should not only focus on mastering knowledge but also on developing values, skills, and noble character. In line with this, the Merdeka Curriculum was introduced as an innovative learning approach that provides greater scope for character building through the Pancasila Student Profile. This profile contains six main character dimensions that are expected to be inherent in students, one of which is the dimension of mutual cooperation (Ministry of Education and Culture, 2020). This dimension emphasizes the ability to work together, help each other, and contribute to achieving common goals, which are core values that are important in building a generation with character and competitiveness.

Gotong royong is a cultural value that has long been a hallmark of Indonesian society. This value not only functions as a social tradition but also as the foundation for shaping national character (Pambudi, 2020). In the context of basic education, instilling a spirit of mutual cooperation from an early age is very important in shaping students who are able to work together, care for others, and recognize their role in a group (Irawati, 2022). However, various findings show that the practice of mutual cooperation in schools has not yet developed optimally.

Observations in class IV of SDN Kuningan Barat 01 South Jakarta show that students' attitude of mutual cooperation is still low. Students seem to lack cooperation in group discussions, do not help each other when friends encounter difficulties, and tend to work alone rather than collaborate. This is evident in various elements of language skills, such as reading, listening, writing, and speaking, where student interaction is still lacking and does not reflect the value of mutual cooperation. In addition, in school activities such as cleaning duty, community

service, or group games, some students appear reluctant to participate and are less concerned about their friends. This condition indicates that the ongoing learning process still does not provide enough space for students to develop social skills and mutual cooperation behavior.

Indonesian language learning actually has great potential to develop a spirit of mutual cooperation through collaborative activities such as discussions, reading together, group writing, and presentations (Khotimah, 2019).

To instill moral, social, and cultural values in everyday life, Indonesian language learning needs to be based on principles that encourage students to become polite, critical, and responsible individuals. The application of the principles of integration, contextualization, and exemplarity in Indonesian language learning plays an important role in shaping students' character (Yarmi, 2025). These principles ensure that the learning process not only develops language skills but also fosters positive attitudes such as responsibility, empathy, and cooperation. Therefore, the four elements of language skills in this study are considered as a complementary whole that supports the creation of collaborative learning oriented towards strengthening mutual cooperation. However, teacher-centered learning often limits students' opportunities for interaction and cooperation. Therefore, a learning model is needed that can create a learning atmosphere that demands collaboration, shared responsibility, and positive social interaction.

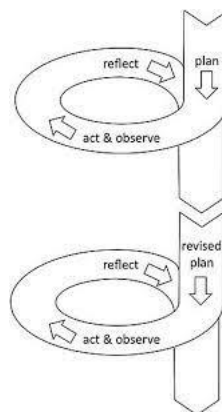
The Student Teams Achievement Divisions (STAD) cooperative learning model is considered effective in addressing these needs. STAD emphasizes heterogeneous group work, the assignment of joint tasks through LKK, and assessment based on individual contributions that impact group scores (Solihatin & Raharjo, 2011). Thus, this model not only encourages academic understanding but also strengthens cooperation, communication, and positive interdependence among students.

Although several studies have proven the effectiveness of STAD, research specifically examining the improvement of mutual cooperation attitudes in Indonesian language learning, particularly among fourth-grade students, is still limited. This condition is the basis for conducting this study. The focus of the study is on the application of the STAD cooperative learning model to improve students' mutual cooperation attitudes in Indonesian language learning at SDN Kuningan Barat 01 South Jakarta.

In connection with the problems encountered by the researcher, this study has objectives that need to be achieved. The purpose of this study is to improve the spirit of mutual cooperation in Indonesian language lessons through the STAD cooperative learning model for fourth-grade students at SDN Kuningan Barat 01 Elementary School in South Jakarta. The process of applying the STAD model in the context of learning. The research is limited to efforts to improve cooperative attitudes, which include aspects of cooperation, communication, social coordination, sharing, and positive interdependence in group learning activities.

## **METHOD**

This research used the Classroom Action Research (CAR) method, which was carried out collaboratively between the researcher and the classroom teacher to improve the learning process on an ongoing basis (Suyadi, 2015). CAR was chosen because it allows teachers to take concrete action in the classroom, followed by reflection to improve the quality of learning.



**Figure 1.** Action design/Kemmis and McTaggart's classroom action model

This study refers to the Kemmis and McTaggart model, which consists of three main stages in each cycle, namely planning, implementation of actions and observation, and reflection (Kusumah & Dwitagama, 2010). In the planning stage, the researcher prepared teaching modules, learning tools, and observation instruments to assess students' cooperative attitudes. The implementation and observation stages were carried out simultaneously, namely by applying Indonesian language learning using the STAD cooperative learning model while observing the activities of teachers and students, including interactions, contributions, and cooperation within groups. Next, the reflection stage was carried out to evaluate the results of the action in each cycle and determine improvements for the next cycle.

The research subjects were 20 fourth-grade students at SDN Kuningan Barat 01 Jakarta Selatan who, based on observations, showed low mutual cooperation attitudes. The researcher acted as the implementer of the action, while the classroom teacher acted as a collaborator who provided assessments and input on the implementation of learning, supported by colleagues as documenters. This study aimed to increase the attitude of mutual cooperation with a success indicator of 85% of students achieving a minimum score of 80. In addition, the implementation of the STAD model was expected to be carried out well by at least 85% according to the implementation instrument.

The data collected included action process data, in the form of observations of teacher and student activities during the implementation of the STAD cooperative learning model, and research result data describing the level of students' cooperative attitude after the action was taken. Data collection techniques included documentation of learning activities, systematic observation of student attitudes and activities, and questionnaires administered after each cycle to measure the development of cooperative attitudes. Through this method, the study aimed to obtain a comprehensive picture of the effectiveness of the STAD cooperative learning model in improving students' cooperative attitudes in Indonesian language learning.

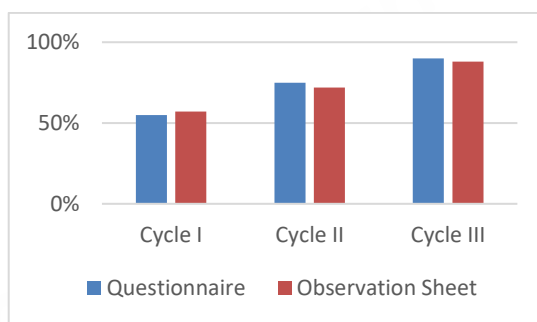
## RESULTS AND DISCUSSION

This study was conducted in three cycles to improve students' cooperative attitude through the STAD cooperative learning model in Indonesian language learning. The results of the observation showed a consistent increase in the three main elements of cooperative attitude, namely collaboration, caring, and sharing, which were evident in listening, reading, speaking/presenting, and writing activities.

In cycle I, students' cooperative attitude was still low. Students tended to work individually, were less active in discussions, were reluctant to help friends, and were not accustomed to sharing ideas or tasks. Group interaction was still minimal and most members were passive.

In cycle II, there was significant progress. Students began to show better collaboration, such as taking turns reading, discussing, and sharing writing tasks. Their caring attitude improved through actions such as helping friends understand instructions and providing support during presentations. Sharing behavior also began to appear when students discussed answers together and shared their understanding of the reading material.

In cycle III, the students' cooperative attitude developed very well and evenly across all groups. Students actively discussed, exchanged ideas, helped friends who were having difficulties, and divided roles fairly in each group activity. Student involvement in listening, reading, writing, and presenting increased significantly. Intergroup interactions were also more supportive and showed appreciation for the results of other groups.



**1's Graph.** Results of the Improvement in Students' Attitude of Mutual Cooperation

Based on the graph above, there is an increase in students' cooperative attitude. This can be seen in the results of the cooperative attitude questionnaire, which shows an increase from 55% in cycle I to 75% in cycle II and reaching 90% in cycle III. The observation sheet data shows the same pattern of increase, namely from 57% in cycle I, increasing to 72% in cycle II, and reaching 88% in cycle III. In addition, the activities of teachers and students during learning also increased, reaching 73% and 63% in cycle I, then increasing in cycle II, and reaching 90% and 88% in cycle III.

The improvement in mutual cooperation was evident in all elements of language skills. In listening, students began to show concern and attention to their friends' explanations so that the discussion after listening became more lively. In reading, students no longer worked alone but began to take turns reading, helping each other understand the text, and expressing their opinions collaboratively. In writing, there was an increase in task sharing, joint idea generation, and group text revision, so that all members were actively involved. Meanwhile, in speaking/presentation, students showed greater courage and cooperation through support for group members, joint argumentation, and respect for speaking turns. The development in these four elements shows that the values of collaboration, caring, mutual assistance, and sharing responsibilities grew stronger in each learning cycle.

Overall, the results of the study indicate that the application of the STAD cooperative learning model is effective in improving the cooperative attitude of fourth-grade students at SDN

Kuningan Barat 01 Jakarta Selatan. Improvements occurred consistently in each cycle, both from observations, questionnaires, and learning activities. Thus, STAD has been proven to be able to build collaboration, caring, and sharing behavior in students in Indonesian language learning.

## CONCLUSION

Based on the results of classroom action research conducted to improve the cooperative attitude of fourth-grade students at SDN Kuningan Barat 01 South Jakarta through the STAD cooperative learning model, it was found that this model is effective in providing improvements both quantitatively and qualitatively. Quantitatively, the questionnaire results showed an increase in the completeness of mutual cooperation attitudes from 55% in cycle I to 75% in cycle II and reached 90% in cycle III. The observation data also showed similar developments, namely from 57% in cycle I, increasing to 72% in cycle II, and reaching 88% in cycle III. Qualitatively, students demonstrated improved cooperative behavior, such as helping each other, taking turns reading, discussing politely, and sharing tasks within the group. Thus, the STAD model has been proven to improve students' cooperative attitudes in Indonesian language learning.

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