

THE EFFECTIVENESS OF LMS ASSISTED STAD LEARNING MODEL ON SOCIAL STUDIES LEARNING OUTCOMES FOR ELEMENTARY SCHOOL: LITERATURE REVIEW

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Abstract: *This research aims to examine the effectiveness of the implementation of cooperative learning model type Student Teams Achievement Division (STAD) on the social studies learning outcomes of students grade V elementary school. The type of research conducted is a literature review. This literature review research analyzes in depth in order to obtain objective research results on student teams achievement division (STAD) learning model to improve the social studies learning outcomes for students in grade V elementary school. The data used in this research was obtained from leading journal sites, such as Sinta, Scopus, Google Scholar, and DOAJ. In this research, researcher obtained 2600 articles with related titles, then the results of the articles were reduced according to the criteria set out in the selection of data articles, so that 35 articles were selected that were relevant to the purpose of the research. Based on the results of the analysis of the article, it can be concluded that the application of cooperative learning model type Student Teams Achievement Division effectively used in social studies learning in grade V elementary school to improve student learning outcomes, both in terms of cognitive, affective, and skills.*

Keyword: *Student Teams Achievement Division, Learning Outcomes, Social Studies*

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INTRODUCTION

Social studies is one of the subjects taught since elementary school and is currently included in the 2013 curriculum. In social studies learning, the aim has been designed to build and improve students' abilities in life in a society that is always changing and developing continuously. (Yusnirah, Marhadi, and Noviana 2017). Social studies learning requires students to understand what has been learned, and also students must be able to provide real social examples in the community (Herawaty Bukit, 2016).

The thing that becomes an obstacle in social studies learning is the lack of teacher ability to package learning using methods that are interesting, challenging, and also fun for students (Pasaribu 2016). If the learning carried out is boring and uninteresting, it will have an impact on learning outcomes that are not optimal (Diantari, Arini, and Suarni 2017). Learning outcomes are students' self-adjustment to the stimuli given to them which aim at growth and development (Suantara 2019). In addition, learning outcomes are also one of the important factors in education, because in general learning outcomes are always seen as a manifestation of the values and efforts that students get through each learning process (Noviana and Huda 2018). The success or failure of a learning process that is carried out can be seen from the learning outcomes achieved by each student (Sahela and Muhammadi 2020). Understanding learning outcomes in social studies is a final assessment of the social studies learning process that has been carried out many times, to achieve optimal results in cognitive, effective, and psychomotor aspects (Wahyu B.S 2018).

Success in learning is certainly influenced by several factors that are very important to know, in order to help students achieve optimal learning outcomes. According to (Oktavia and Has 2017), the factors of student learning outcomes are influenced by two main factors, namely

factors from within students, and factors that come from outside students. Examples of factors that exist in students are the abilities and emotions possessed by a student. To obtain optimal learning outcomes, a person needs to have intelligence, interests and talents, motivation in learning, maturity and readiness before learning, able to overcome side effects such as fatigue and anxiety, and able to get along with other people (Asma, Nurhayati, and Palennari 2018). One of the factors that come from outside the student is the learning method used by the teacher, because the learning method plays an important role in a series of learning systems, so that students can more easily understand and accept the material so that students get optimal learning outcomes (Riyanto 2018).

The problem that often occurs in fifth grade elementary school students related to social studies learning is that students do not understand the material taught by the teacher (Adrian, Degeng, and Utaya 2016). So far, in the social studies learning process, teachers still form students to remember and memorize a set of material provided by the teacher, as if the teacher is the main source of knowledge where learning is centered on the teacher only (Widharningsih 2020). This makes students less interested in participating in the learning process, and students also become passive in asking and answering teacher questions because they do not really understand the material being taught (Diantari et al. 2017). Thus, the learning that takes place seems rigid, and this also affects the acquisition of social studies learning outcomes (Yuniarti, Abadi, and Wiyasa 2018).

Many studies have been carried out related to efforts to improve student learning outcomes, one of which is research that uses the STAD learning model to improve learning outcomes in Aqidah Akhlak learning (Wahyudi and Hasanah 2017). Other research uses the Two Stay Two Stray learning model to make the

learning process fun and meaningful and make students more active (Sahela and Muhammadi 2020). Subsequent research uses the Make a Match learning model to see its effectiveness in thematic learning outcomes for fourth grade elementary school (Yulianti, Fitria, and Ningsih 2020).

Several research have been carried out using a literature review design regarding student learning outcomes and STAD, namely in the research (Wahyudi and Hasanah 2017), the research findings are that the STAD learning model has advantages when applied to moral learning, namely it can contribute to students when they are working together and can improve understanding of the material, which has an effect on improving student learning outcomes, but this research still has not studied STAD assisted by LMS on improving student learning outcomes. Other research conducted by (Sahela and Muhammadi 2020), the research findings are that the TSTS learning model can improve the implementation of learning as evidenced by student activity, and an increase in student learning outcomes as evidenced by an increased average score, but this study still has not examined the STAD-assisted LMS to improve student learning outcomes. Subsequent research was carried out by (Yulianti et al. 2020), the research findings are the Make a Match learning model is able to increase students' interest and motivation in participating in learning activities, as well as make it easier for students to understand the subject matter, which has an effect on increasing student learning outcomes in Thematic learning, but this research still has not studied STAD assisted by LMS towards improvement of student learning outcomes.

Many research have been conducted related to efforts to improve student learning outcomes through a cooperative learning model type Student Teams Achievement Division (STAD). The research was spread across several populations with different levels of ability and potential of students being developed.

Therefore, it is necessary to conduct a literature review to analyze and draw conclusions that are in accordance with the research objectives. So, to overcome these problems, this research will use a cooperative learning model type Student Teams Achievement Division (STAD) with the help of LMS. The Student Teams Achievement Division (STAD) learning model is a good method of cooperative learning for teachers who are just starting to use a cooperative approach in the classroom, and STAD is an effective learning model (Kristin 2016). STAD is also a simple cooperative learning model that prioritizes the goal of motivating each other and helping each other in mastering the subject matter in order to achieve maximum achievement in which there is interaction between students (Lestari and Setyaningtyas 2020).

This literature review will discuss the improvement of student learning outcomes for application. The difference between this study and previous research is that the researcher will examine the cooperative learning model of the Student Teams Achievement Division (STAD) type to improve social studies learning outcomes for fifth grade elementary school students, which was adapted into several leading Learning Management Systems in the field of education, namely Edmodo, Moodle, and Zoom Meeting. Due to the current pandemic and unable to conduct face-to-face schools, one alternative to continue learning activities is to conduct online learning. If the Student Teams Achievement Division (STAD) type of cooperative learning model is implemented online and applied to the LMS, will make it easier for students to learn anywhere and anytime because the LMS used can be accessed on various gadgets used by students.

Edmodo, Moodle, and Zoom Meeting are applications that can be used as a Learning Management System (LMS) for online learning. According to (Nurdani 2016), Edmodo is an interesting application

for teachers and students that serves to share ideas, documents, activity agendas and assignments that can create teacher and student interactions (Aulia et al., 2019). And according to (Putra, Suwatra, and Suartama 2015), Moodle is an e-learning media that is packaged in subject groups, which has several excellent features such as submission of assignments, discussion forums, download archives, ratings, chat, online calendar, news, online quizzes and others. According to (Farfar 2021), Zoom Meeting is an application where we can communicate directly with anyone via video. Therefore, the Zoom Meeting application is suitable for use as a learning medium. During the current pandemic, the entire community is asked to carry out all activities at home, either work or school education in order to stop the spread of the Covid-19 virus. The use of LMS can help teachers and students to continue to carry out learning activities carried out at home.

Several research have used the STAD-assisted learning model with LMS. Research conducted by (Wongpratoom and Sranamkam 2019), stated that the application of Moodle-assisted STAD can significantly improve student learning outcomes and thinking skills. Other research conducted by (Setyaningsih 2020), stated that the implementation of STAD assisted by Zoom Meeting and Whatsapp was able to increase student participation in carrying out learning activities or group discussions in a better direction, namely increasing participation in attendance, asking questions, giving opinions, and presenting discussion results. Subsequent research was conducted by (Harianto, Napitupulu, and Baharuddin 2020), stated that the implementation of STAD assisted by Edmodo in learning can improve student learning outcomes compared to conventional learning and has a higher level of effectiveness.

Based on the explanation of the problems above, the researcher will conduct a research entitled The Effectiveness of the LMS-Assisted STAD

Cooperative Learning Model on Social Studies Learning Outcomes for Grade V Elementary School. The purpose of this research is to prove whether the STAD learning model assisted by LMS has an influence on social studies learning outcomes for fifth grade elementary school students.

METHOD

Article search strategy carried out by the researcher is as follows:

Table 1. Article Search Strategy

No.	Keywords
1.	“Student Teams Achievement Division” AND “Learning Outcomes”
2.	“Student Teams Achievement Division” AND “Social Studies” AND “Elementary School”
3.	“Student Teams Achievement Division” AND “Blended Learning”
4.	“Student Teams Achievement Division” AND “Online Learning”
5.	“Student Teams Achievement Division” AND “Learning Outcomes” AND “Social Studies” “Elementary School”

The articles used in this study are articles that have criteria, namely, articles published in the last 6 years, reputable articles in national and/or international journals, articles that have a research population of elementary and junior high school students, articles with experimental research types, CAR, and R&D. The steps taken in this literature study are collecting data from various articles, then reducing the data in the selected articles, then displaying the data, followed by a discussion, and finally the conclusion.

RESULTS AND DISCUSSION

The process of collecting articles used in this study is as follows:

Table 2. Data Reduction

Initial articles generated from database searches (n = 2600)
Articles excluded based on criteria (n = 2520)
Criteria:
<ul style="list-style-type: none"> • Published between 2016-2021 • Indexed in low, medium, high reputed journals

• Variables: STAD, Learning Outcomes, Social Studies, Elementary School
Potential articles suitable for review (n = 80)
Journal articles eliminated based on their quality (n = 45)
Articles saved for review (n = 35)

Application of the Student Teams Achievement Division learning model (STAD) which are grouped according to class, are as follows:

Table 3. Distribution of Articles by Class

Class	Amount	Percentage
High Grade	28	80%
Low Grade	7	20%
Amount	35	100%

Of the 35 articles used, 80% discussed the application of the STAD learning model in the high class, and 20% discussed the application of the STAD learning model in the low class.

The application of the Student Teams Achievement Division (STAD) learning model, which is grouped according to learning achievement, is as follows:

Table 4. Distribution of Articles Based on Learning Achievements

Learning Achievements	Amount	Percentage
Cognitive	28	80%
Affective	4	11.5%
Skills	3	8.5%
Amount	35	100%

Of the 35 articles used, 80% discussed learning achievement in cognitive aspects, 11.5% discussed learning achievement in affective aspects, and 8.5% discussed learning achievement in skills aspects.

Table 5. Articles Involved in Research

Name	Research Findings
(Navisha et al., 2017)	Student learning outcomes using the STAD learning model increased significantly compared to student learning outcomes using conventional learning models.
(Arsana et al., 2017)	Learning outcomes using the STAD learning model have a positive effect compared to learning outcomes using conventional learning models.
(Yuniarti et al., 2018)	There is a significant difference in learning outcomes between the sample using the STAD learning model and the sample using the conventional learning model.
(Nureeta & Suniati, 2019)	Learning outcomes increased after using the STAD learning model.
(Widharningsih, 2020)	The STAD learning model improves student learning outcomes.
(Lestari & Setyaningtyas, 2020)	There is a significant difference between the use of the STAD and TSTS learning models on the social skills of students' social studies content.
(Herawati Bukit, 2016)	Student learning outcomes are increased by using the STAD learning model
(Lazim, 2017)	The STAD learning model improves student learning outcomes.
(Adrian et al., 2016)	STAD cooperative learning has a positive impact on student retention.
(Rusita et al., 2020)	Student achievement is increased by using the STAD learning model.
(Banne et al., 2019)	Student learning outcomes increased after using the STAD learning model.
(Harahap, 2019)	STAD learning model can improve student character.
(Diantari et al., 2017)	There is a significant difference indicating that the application of the STAD learning model assisted by Concept Maps has an effect on students' social studies learning outcomes.

(Yusnirah et al., 2017)	The application of the STAD learning model can improve student learning outcomes.
(Kristin, 2016)	The STAD cooperative learning model is more effective than the conventional model to improve students' social studies learning outcomes.
(Suantara, 2019)	Student learning outcomes increased after using the STAD learning model.
(Taufik, 2018)	The STAD learning model improves students' conceptual understanding of social studies teaching materials.
(Sutrisno, 2019)	Student achievement increased after using the STAD learning model.
(Patimah et al., 2018)	The application of the STAD learning model improves student learning outcomes.
(Harianto et al., 2020)	The implementation of STAD assisted by Edmodo in learning can improve learning outcomes.
(Herawaty Bukit, 2016)	Student learning outcomes increased after using the STAD learning model.
(Sitohang, 2016)	Student creativity increased after using the STAD learning model.
(Zahro et al., 2018)	Student learning outcomes using the STAD learning model are higher than those using conventional learning models.
(Sutrisno, 2016)	STAD learning model affects the improvement of student learning outcomes.
(Pasaribu, 2016)	Student learning outcomes increased after using the STAD learning model.
(Hastuti, 2017)	There is a significant difference in the learning outcomes of control class students who are treated with multimedia-based conventional learning and the experimental class that is treated with multimedia-based STAD cooperative learning.
(Guantoro, 2017)	Students' interest in learning increased after using the STAD learning model.

(Dewi & Fitri, 2020)	The use of the STAD method has an effect on students' social skills.
(Puspitasari, 2018)	The application of the STAD learning model can improve student learning outcomes.
(Wongpratoom & Sranamkam, 2019)	STAD assisted by Moodle can significantly improve student learning outcomes and thinking skills
(Noviana & Huda, 2018)	STAD learning model is able to improve student learning outcomes.
(Setyaningsih, 2020)	STAD learning model can increase student learning activity
(Sinaga, 2017)	Student learning outcomes increased after using the STAD learning model.
(Suharni, 2017)	The application of the STAD learning model can improve student learning outcomes.
(Herawaty Bukit, 2016)	Application of learning STAD cooperative type (Student Teams Achievement Division) can increase students' learning motivation.

1. The Effect of the Student Teams Achievement Division Learning Model in Improving Student Learning Outcomes

According to (Kristin 2016), Student Teams Achievement Division (STAD) is a method in cooperative learning that is appropriate for teachers who are just starting to take a cooperative approach in their classrooms. The learning activities used in this cooperative model emphasize the interaction of groups of students to motivate each other and help each other in mastering the subject matter in order to achieve maximum learning outcomes (Yuniarti et al. 2018).

Cognitive

According to (Lazim 2017), (Common 2017), the application of the STAD type cooperative learning model can improve social studies learning outcomes for fifth grade students at SD Negeri 35 Pekanbaru. At SDN Kelayan Barat 3 Banjarmasin, cooperative

learning type STAD can also have an effect on the retention of fifth graders in social studies subjects (Adrian et al. 2016). In addition, the STAD type cooperative model in learning, especially in social studies subjects can provide benefits and improve the learning outcomes of fourth grade students at SD Inpres 2 Langaleso (Banne, Astuti, and Septiwiharti 2019). According to (Sutrisno 2019), social studies learning achievement of third grade students of SD Negeri 4 Ngraho Kedungtuban Blora can be improved through the Student Teams Achievement Division (STAD) method. At SDN 011 Talang Gedabu Village, the application of the STAD type cooperative learning model can also improve social studies learning outcomes for fourth grade students (Yusnirah et al. 2017). And social studies learning using the STAD-type Cooperative Learning model also makes a positive contribution to increasing the mastery of concepts of the fourth grade students of Madrasah Ibtidiah Negeri Korong Gadang, Padang City (Taufik 2018).

According to (Patimah, Slameto, and Setyaningtyas 2018), by applying the STAD cooperative model in learning, it causes an increase in the learning outcomes of fourth grade students at SDN Salatiga. Likewise with the research conducted by (Pasaribu 2016), stated that learning with the STAD type cooperative model (Student Teams Achievement Divisions) can improve the learning outcomes of third grade students at SD Negeri 101801 Delitua. At SDN Majalengka Kulon I, the application of the Student Teams Achievement Divisions type of cooperative learning model can also improve the learning outcomes of fourth graders (Puspitasari 2018). The learning achievement of class III students at SDN 4 Ngraho Kedungtuban Blora also increased significantly by using the

STAD type cooperative model in learning (Sutrisno 2016). At SD Negeri 79 Pekanbaru, the application of the Student Teams Achievement Division (STAD) type cooperative learning model can improve the learning outcomes of fourth grade students (Noviana and Huda 2018).

According to (Widharningsih 2020), learning with the STAD type cooperative learning model can improve the learning outcomes of fifth graders at SD Negeri 2 Gintungan on the material for the Struggle to Achieve the Proclamation of Indonesian Independence. On the other hand, in social studies learning the subject matter of Economic Activities and Natural Resources, using the Student Team Achievement Divisions (STAD) model, it can also improve student learning outcomes in grade IV SD Negeri 101775 Sampali (Herawati Bukit 2016). At SD Negeri 165725 Jalan Jenderal Sudirman, Tebing Tinggi City, by using the Student Team Achievement (STAD) type of cooperative learning in the matter of freedom of organization, it is proven to be able to improve student learning outcomes in fifth grade students (Sinaga 2017). According to (Suharni 2017), STAD type cooperative learning model can improve student learning outcomes on the material discipline attitude class II SD Negeri 010 Silikuan Hulu. Likewise with the Landia Ethical Private Elementary School, through the STAD type cooperative learning model on the Struggle to Maintain Independence material, it can improve social studies learning outcomes for fifth grade students (Herawaty Bukit, 2016).

Findings from (Navisha, Tastra, and Dibia 2017) said that the application of the cooperative learning model of the Student Team Achievement Division type with the aid of learning video media had a positive effect on the social studies learning outcomes of fifth grade elementary school students in cluster V,

Kubuaddan District, Buleleng Regency. In addition, according to (Arsana, Jampel, and Kusmaryatni 2017) students who learn using the STAD type cooperative learning model assisted by concept maps have a positive effect on social studies learning outcomes for fourth grade elementary school students in Cluster X, Buleleng District, Buleleng Regency. Likewise, using image media combined with the STAD type cooperative learning model is able to improve social studies learning achievement for grade III A in second semester students at SD Negeri 3 Ubud (Suantara 2019). On the other hand, the STAD learning model used with the help of Mind Mapping can also improve the learning outcomes of fourth graders at SD Negeri Sawojajar 01 (Zahro, Degeng, and Mudiono 2018).

According to (Rusita, Hanif, and Sudarmiani 2020), student achievement in social studies learning class IV at SDN Campursari Sambit Ponorogo can be improved by using the STAD learning model assisted by picture cards. And also through the cooperative learning model of the Student Team Achievement Divisions (STAD) type with the help of picture media, it can increase students' concentration and speed of thinking, and make fourth graders at SD Muhammadiyah Pahandut Palangkaraya to be active in learning (Nureeta and Suniati 2019). According to (Diantari et al. 2017), the application of the STAD learning model assisted by the Concept Map has an effect on the social studies learning outcomes of fifth grade students in Cluster V, Melaya District. On the other hand, by combining Student Teams Achievement Division (STAD) cooperative learning with multimedia, it can significantly improve the learning outcomes of third grade students in Sambit District (Hastuti 2017).

Based on the findings above, it can be concluded that the Student Teams

Achievement Division (STAD) cooperative learning model is effectively applied to elementary school students throughout the archipelago, both for high and low grade students. The STAD cooperative model can also be used for various subject matter, such as Social Studies, Civic, Mathematics, etc. In addition, STAD, which is designed with the aid of learning media, is also effective in improving the learning outcomes of elementary school students.

Elementary schools that are inspired to apply the STAD cooperative model in learning can be combined with the use of learning media, such as videos, picture cards, concept maps, etc. So that students can more easily understand the material taught by the teacher, and can participate more actively during learning activities.

Affective

According to (Harahap 2019), the application of the Student Teams Achievement Division (STAD) cooperative learning model can shape the character of the fifth grade students of SDN 060809 Medan. In addition, after using the STAD type of cooperative learning model at SD Negeri 008 Bukit Kayu Kapur, the interest in learning for fifth graders has increased (Guantoro 2017). And the results of research conducted by (Herawaty Bukit, 2016), stated that the application of cooperative learning type STAD (Student Teams Achievement Division) in social studies subjects for class V SD Negeri 107402 Saentis with the subject matter of Appreciating the Services of Figures in Preparing for Independence can increase students' learning motivation because students have more opportunities for active learning with groupmates so that students are challenged to do their assignments with the aim of getting the maximum value in learning.

Based on the findings above, it can be concluded that the Student Teams Achievement Division (STAD) cooperative learning model is able to improve students' affective aspects in learning. STAD can shape the character of students, and students are also more motivated during learning activities.

If the teacher wants to apply the STAD cooperative model, the teacher should also emphasize the affective assessment of students in learning, such as using learning media in order to attract students' attention and increase students' learning motivation.

Skills

According to (Lestari and Setyaningtyas 2020), the use of the Student Teams Achievement Division (STAD) type of cooperative learning model can improve social skills in social studies content in the fourth grade of the Teuku Umar cluster. In addition, research conducted by (Sitohang 2016) stated that using the STAD Type Cooperative Learning model can increase student creativity learning in social studies subjects in class V SDN 105309 Sibolangit in the material for the Struggle for Indonesian Independence Preparation. On the other hand, research results from (Dewi and Fitri 2020), stated that the use of the STAD method assisted by the Lapatar media (Layung Payung Pintar) in the form of a boat with an umbrella containing learning material on environmental themes associated with local history of Karawang, can affect the social skills of fifth grade students at SDN Anggadita III.

Based on the findings above, it can be concluded that the Student Teams Achievement Division (STAD) cooperative learning model is effective in improving students' various skills. Especially in the content of social studies lessons, STAD is able to improve students' social skills and students' creativity in learning.

To improve students' skills using the STAD cooperative model, the teacher can ask students to do or make something in groups, besides being able to improve students' ability to work together, it can also increase students' creativity when doing or making something.

2. Implementation of the Student Teams Achievement Division Learning Model Assisted by the Learning Management System

According to (Setyaningsih 2020), the use of the Student Teams Achievement Division (STAD) cooperative learning model in online learning using the LMS Zoom Meeting and Whatsapp applications, is able to increase student activity in carrying out learning activities, and also increase student participation in group discussions. Meanwhile, (Harianto et al. 2020) concluded that the STAD cooperative model applied in the LMS Edmodo application is effective in the learning process and can improve student learning outcomes. Other than that, (Wongpratoom and Sranamkam 2019) revealed that the performance results of Blended Learning using the STAD type cooperative model on the Moodle application can improve students' analytical thinking skills.

Based on the above findings, it can be concluded that the Student Teams Achievement Division (STAD) cooperative learning model which is applied to Blended Learning using the LMS application, is effective for use in elementary schools and can improve student learning outcomes in terms of thinking skills and student activity in learning.

Teachers can mix and match the STAD cooperative model with commonly used LMS applications, such as Zoom Meeting or Edmodo, Moodle, Google Classroom, etc. So that students do not feel bored with online learning

activities. Students feel more challenged if the teacher makes a new method that puts forward the factor of cooperation with friends.

CONCLUSION

Based on the results of the article analysis conducted by the researcher, it can be concluded that the STAD type cooperative learning model is effective to be applied in social studies learning for class V in elementary schools. The use of the STAD learning model can improve student learning outcomes, because STAD makes learning in the classroom more fun and can increase students' motivation and interest in learning. With the increase in students' learning motivation, the enthusiasm and activeness of students in class also increases. It affects the formation of student character. The STAD model also significantly increases student achievement. And STAD is a learning model that requires teamwork, this causes students' social skills to increase and are able to foster student creativity in completing assignments.

The effect of STAD which is implemented into online learning also gives positive results. Through Learning Management Systems (LMS) such as Zoom Meeting, Whatsapp, Moodle, and Edmodo, STAD can be packaged into interesting learning and able to increase student activity and participation in the classroom. It affects students' thinking ability, and student learning outcomes increased significantly.

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