"THE EFFECT OF COOPERATIVE LEARNING MODEL OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TYPE IN ATTEMPT TO IMPROVE STUDENT TOLERANCE CHARACTER"
(Study of Quasi Experiment in IPS Subject in SMP Negeri 29 Bandung)

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Abstract-This study was conducted to find out the influence of cooperative learning model of Student Team Achievement Division (STAD) type in attempt to improve student tolerance character in IPS learning in SMP Negeri 29 Bandung. The study is a type of quasi-experimental study using the design of Nonequivalent Control Group Design. The free variables in this study are cooperative learning model of Student Team Achievement Division (STAD) and the dependent variable is student tolerance character. The sample of study uses purposive sampling technique. The learning activities were carried out in two classes namely class VIII B as experimental class and class VIII F as control class. Study data obtained from the questionnaire that has been filled by students before and after treatment. The analysis technique uses hypothesis test with T-Test. After processing data in experimental class using treatment in the form of STAD method, it is found that there is a significant improvement, while in control class using lecture method and there is no significant improvement. Based on the study that has been conducted, it can be concluded that there is effect from Student Team Achievement Division (STAD) method to the student tolerance character in IPS learning.

Keywords: (1) Student Tolerance Character, (2) Cooperative learning model of Student Team Achievement Division (STAD), (3) IPS

PRELIMINARY
The implementation of cooperative learning model emerges from the concept that students will more easily understand the difficult concepts if they work together. According to Slavin (in Isjoni, 2007, p.15) states that "In cooperative learning method, students work together in four members teams to master material that is initially presented by the teacher". While Depdiknas (in Komalasari, 2014, pp. 62) suggests that cooperative learning is a learning strategy through small groups of students working together to maximize learning conditions to achieve learning objectives. One model of cooperative learning that can be used is the method of learning Student Team Achievement Division (STAD). According to Ibrahim, et al (in Lestari, et al, 2014) states that STAD is a method that presents academic information using verbal or text presentations, and

divides students heterogeneously into 4-5 people and uses quiz procedures. As for the reason of using cooperative learning model of STAD type according to Slavin (2010, pp. 143) STAD is the simplest method of cooperative learning and the best method for the beginning for new teacher using cooperative approach. In addition, STAD learning method is a learning that involves the recognition of teams where students are divided into several heterogeneous groups based on the level of achievement or level of learning ability.

Students use Student Team Achievement Division (STAD) learning method because this method can be used to instill the student tolerance character itself. Through the implementation of cooperative learning model STAD type, teacher can apply character education in the subject matter. The improvement of character education can be tucked into the teaching and learning process in the classroom. Ratna Megawangi (in Syarbini, 2012, p.17) points out that "character education is an attempt to educate students to make wise decisions and practice them in daily life, so they can make a positive contribution to their environment". One of the important character that students must possess is the character of tolerance. Tolerance according to the MONE is the attitude and behavior that reflects the respect for different religions, beliefs, ethnic groups, customs, languages, races, ethnicities, opinions and other things that are different consciously and openly, and can live quietly in the midst of the diversity. Meanwhile, according to Naim & Sauqi (in Muslich, 2013, p.26) argues that tolerance is an ability to respect one's basic nature, beliefs and behaviors.

Efforts to improve the character of tolerance can be done through cooperative learning model Student Team Achievement Division (STAD) because this method is a learning method that emphasizes the process of how students gain knowledge and new insights that is by way of cooperation. From the cooperation activities conducted can be seen how the character of tolerance of each students. Character education at school is very important to do, in accordance with the results of study conducted by Berkowitz (2005) in a study journal showing that "Good character education is good education. Recent findings show that effective character education supports and enhances the academic goals of schools".

Character education greatly affects the achievement of student learning, the better the character has, the better academic achievement will be obtained. Along with the development of the era, it seems that the morale of the next generation of the nation began to decline, especially the character of tolerance. This is based on observations in the field that is in SMP 29 Bandung, seen the students do not blend with their classmates. They just hang out with friends who are familiar and they do not want to be friends with classmates who are considered not in accordance with their character. This is evident when students are teaching and assigning students to discuss the material being taught. Many of the students who want to work with close friends only. They do not want to work with friends who do not fit them because they feel uncomfortable. Thus it can be said that the character of student tolerance is still minimal. In addition, this study is also based on study from Ratna Tanjung and Habiba Ramadhani (2013) with the title of study *"Pengaruh Model Pembelajaran Kooperatif Tipe STAD dengan Integrasi Karakter Terhadap Pembentukan Karakter dan Hasil Belajar Siswa Pada Materi Pokok Listrik Dinamis di SMA Negeri 1 Stabat"* in the study obtained the conclusion that there is effect of cooperative learning model Type STAD Integration Character to the learning result of students in sub-subject Dynamic Electricity in Class X Semester II SMA Negeri 1 Stabat 2011/2012 Academic Year.
Seeing the successful use of STAD method in overcoming the problem of student character, the author wants to do study with the title "The Effect of Model Cooperative Learning of Student Team Achievement Division (STAD) Type Against in Attempt to Improve Student Tolerance Character" (Study Quasi Experiment in IPS Learning in SMP 29 Bandung).

The formulation of the problem to be discussed in this study is: First, is there a difference of student tolerance character after doing treatment using cooperative learning model of Student Team Achievement Division (STAD) in experiment class? ; Second, is there a difference in student tolerance character after using lecture method in the control class? ; Third, is there a significant difference in student tolerance character after treatment in the experimental class that obtained cooperative learning type Student Team Achievement Division (STAD) and control class using lecture method?

STUDY METHOD
The method to be used in this study is experimental method. The experimental method is a method of study that is intended to determine whether or not there is a result of "something" imposed in the subject of questioning (Arikunto, 2006, pp. 207). The type of experimental study used is quasi experimental study,

where the study participants were not assigned randomly (Cresswell, 2010, pp. 232). The design used in this study is quasi experimental design Nonequivalent Control Group Design. In this design the experimental group and the control group were not randomly selected. The implementation in the experimental class will be given treatment using Student Team Achievement Division (STAD) learning method, while control class only uses conventional model. Here is a picture of study design that students will use:

$0_1 \ X \ 0_2$
$0_1 \quad 0_2$

Picture 3.1 Experiment Design (Ali, 2011, page. 275)

Information:
0_1: experimental class before being treated
0_2: experimental class after STAD treatment
0_1: control class
0_2: untreated control class
X: treatment of learning method

The population in this study are the students of class VIII SMPN 29 Bandung. Class VIII itself is subdivided into classes VIII A up to class VIII O. This study uses purposive sampling technique. The purposive sampling technique is the technique of determining the sample with certain consideration (Sugiyono, 2014, pp. 124). Through this technique, the samples for the control class and the experimental class were taken on the basis of self-determined criteria by the author. Therefore, the author chooses the class which is the responsibility of the students during the Field Experience Program (PPL) which is class VIII B and class VIII F where class VIII B with total 34 students will be selected as experimental class and class VIII F with total number 34 students will be selected as a control class. The independent variable in this study is STAD learning method and the dependent variable is student tolerance character. To measure the tolerance character of students, it is using questionnaire instrument. Study planning begins with the manufacture of instruments for disseminated classes that are not experimental and control class classes to be tested for their validity and reliability. After that, the implementation of the study begins with the questionnaire to see the tolerance character of students conducted in the experimental class learning with STAD method and control class using lecture method. Then the final stage of the study is to conduct the questionnaire back to find out the character of student tolerance after being given treatment. After data collected then performed data will be processed by performing normality test by using Kolmogrov Smirnov test, homogeneity test by

using Lavene Statistic Test and hypothesis by using T-Test.

RESULT AND DISCUSSION

The purpose of this study is to find out the effect of cooperative learning model of Student Team Achievement Division (STAD) type to the student tolerance character. The first test in data processing is the normality test by using Kolmogrov Smirnov test. Basic decision-making can be done on the basis of probability (asymptotic significance): If the probability ≥ 0.05 then the normal distribution data whereas if the probability <0.05 then the data is not normally distributed. Below is the result of normality test of data based on the questionnaire that has been done in the experimental class and control class.

Table 1
Normality Test of Student Tolerance Character

		before_E	after_E	before_K	after_K
N		34	34	34	34
Normal Parameters [a,b]	Mean	113,62	122,35	109,59	111,06
	Std. Deviation	6,434	7,627	7,691	11,225
Most Extreme Differences	Absolute	,112	,113	,094	,091
	Positive	,067	,113	,090	,065
	Negative	-,112	-,090	-,094	-,091
Test Statistic		,112	,113	,094	,091
Asymp. Sig. (2-tailed)		,200[c,d]	,200[c,d]	,200[c,d]	,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Data processing above shows the spread of data that has been done to produce a value of 0.200 where the value is greater significance than $\alpha = 0.05$. Based on the data processing that has been done can be concluded that the data is normally distributed. Therefore, it can be said that the questionnaires in the experimental and control classes before and after the treatment are normally distributed. Homogeneity test was conducted with the aim of looking at homogeneity or similarity of some parts of the sample or uniform or not the variance of the samples ie whether they came from the same population. The homogeneity test was done with SPSS version 22 software using Lavene Ststistic Test.

The following is the result of homogeneity test of questionnaire in the experimental class and control class.

Table 2 --
Homogeneity Test

	Lavene statistic	df1	df2	Sig.
Before	1,365	1	66	,247
After	3,465	1	66	,067

Based on the data processing that has been done, it shows that the score before the treatment in the experimental class and control class is 0.247 where the value is greater than the significance value of $\alpha = 0.05$. In the calculation score after treatment in the experimental class and control class showed a value of 0.067 where the value is greater than the significance value of $\alpha = 0.05$. From the two scores in the table, it can be concluded that the pre-treatment scores in the experimental and control class as well as the post-treatment scores in the experimental and control class have a homogeneous population variation.

Hypothesis test in this study is useful to answer formulation of study problem which have been determined. Hypothesis testing in this study was conducted using SPSS software version 22 with T-Test. Here is the result of hypothesis test of student tolerance character in the experimental class and control class:

Table 3
Hypothesis Test of Student Tolerance Character

		t-test for Equality of Means			
		t	Df	Sig. (2-tailed)	Mean Difference
Before	Equal variances assumed	2,343	66	,022	4,029
	Equal variances not assumed	2,343	4,003	,022	4,029

After	*Equal variances assumed*	4,853	66	,000	11,294
	Equal variances not assumed	4,853	8,118	,000	11,294

The result of score before treatment based on equal variances assumed is 0,022 which shows that value is smaller than α = 0,05 and result of score after treatment is 0,000 which also show that the value is smaller than α = 0,05. Based on the comparison of values that have been done where the resulting value is smaller than the value α = 0.05 then stated that Ho is rejected. Thus it can be concluded that there are differences in the tolerance character of the experimental group students using Student Team Achievement Division (STAD) method compared to the control group students using the lecture method. After hypothesis testing, the students compared the character of student tolerance to the experimental class using the method learning of Student Team Achievement Division (STAD) and control class using lecture method. Below is a graph comparison of the student tolerance character between the experimental class and the control class.
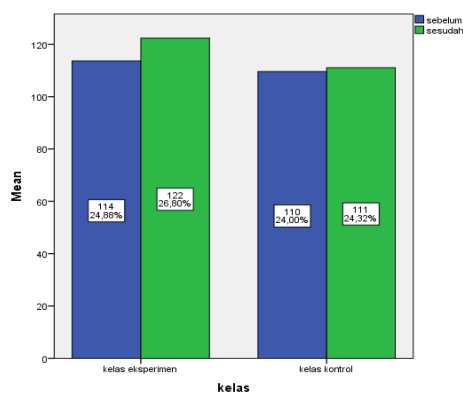
Graph 1
Differences in the Experimental Class and Control Class

The graph shows the difference between the experimental class and the control class treated using SPSS software version 22. The average in the experimental class before the treatment was 114 with the percentage of 24.88% and after treatment, the average of the experimental class was 122 with percentage 26.80%. While in the control class there is no significant increase before the treatment is 110 with a percentage of 24.00% and after using the lecture method the average is 111 with a percentage of 24.32%. This means that there is a significant difference after obtaining STAD learning method in the experimental class. During the course of the experimental studies, the teacher actually divides the students from the less familiar ones until at the end of the study they can be familiar with new friends and receive and appreciate others. In this learning model, teacher has duty to be able to set the class condition in order to discuss and interact well. As explained by Slavin in Nur Asma (2006, pp. 51), that in the STAD type cooperative learning model, students are placed in study groups of four or five students who are a mixture of students with different academic skills such in each group there are students with low, moderate and high achievement or gender, racial and ethnic or other social group variations. In addition, at the time of the discussion there are also students who respected the opinions of others, did not criticize them and were pleased with the different opinions. This is in line with the advantages of the Student Team Achievement Division (STAD) learning method disclosed by Davidson (in Nur Asma, 2006, p.36), states the advantages gained in STAD type cooperative learning are as follows: 1) Increasing individual skills; 2) Improving group skills; 3) Increased commitment, confidence; 4) Eliminating prejudice against peers and understanding differences; 5) Not competitive; 6) Has no resentment and is able to foster a warm relationship; 7) Increase motivation to learn and tolerance and help each other and support in solving problems. Unlike the experimental class that experienced an increase, the control class did not show any significant improvement. In the classroom the teacher conveyed the material using the lecture method. Sriyono et al. (In Samsudi., Et al. 2009 p.77) lecture method is the oral narrative of the teacher, in which the teacher can use teaching aids to clarify the description delivered to his students. In accordance with the learning in the control class, teacher only provides materials without interesting models and learning media. It makes students quickly feel bored and in the end do not pay attention to the material being given by the teacher.

CONCLUSION
Based on the findings of the study, data processing and data analysis have been conducted, so it can be drawn according to the formulation of the problem as follows: first, there is difference of student tolerance character in the experimental class after the implementation of Student Team Achievement Division (STAD) learning method; second, there is no difference in student tolerance character after the introduction of lecture method; third, there is significant difference of tolerance character in the experimental class using Student Team Achievement Division (STAD) method and there is no difference in the control class using the lecture method.

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