ABSTRAK

MODEL PEMBELAJARAN *COOPERATIVE LEARNING* TIPE *STUDENT TEAM ACHIEVEMENT DIVISION* (STAD) DALAM PEMBELAJARAN SEJARAH INDONESIA DI SMA
(Studi Literatur)

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2020

Penelitian ini bertujuan untuk memaparkan: (1) Gagasan mengenai penerapan model *Cooperative Learning* tipe STAD dalam pembelajaran Sejarah Indonesia; (2) Contoh rancangan penerapan dalam pembelajaran Sejarah Indonesia.

Penelitian ini menggunakan pendekatan kualitatif dengan studi literatur. Sumber data primer yakni dokumen Kurikulum 2013 dan silabus Sejarah Indonesia, data sekunder yakni buku-buku yang berkaitan dengan model pembelajaran *Cooperative Learning* tipe STAD dan pembelajaran sejarah. Instrumen pengumpulan data berupa verbal simbolik dan kartu data. Teknik analisis data mengunakan model analisis interaktif Miles dan Huberman.

Hasil penelitian menunjukkan bahwa: (1) Gagasan penerapan model *Cooperative Learning* tipe STAD dalam pembelajaran sejarah Indonesia penting karena dapat meningkatkan minat, motivasi, prestasi, kreativitas belajar, dan hubungan sosial. (2) Contoh rancangan pembelajarannya dimulai dari kegiatan perencanaan, gambaran pelaksanaan, dan evaluasi pembelajaran (*assessment)* yang tercermin dalam langkah-langkah pembelajaran (sintak) pada Rencana Pelaksanaan Pembelajaran (RPP).

Kata kunci: Model *Cooperative Learning*, tipe STAD, Sejarah Indonesia.

ABSTRACT

MODEL OF COOPERATIVE LEARNING TYPE STUDENT TEAM ACHIEVEMENT DIVISION (STAD) IN INDONESIAN HISTORY LEARNING IN SENIOR HIGH SCHOOL
(Study of Literature)

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This study aims to describe (1) the idea of applying the STAD cooperative learning model in Indonesian history learning (2) examples of application design in history learning.

This study uses a qualitative approach with literature study. The primary data sources are the 2013 Curriculum documents and the Indonesian History syllabus, secondary data are books related to the STAD cooperative learning model and history learning. The data collection instruments were verbal symbolic and data cards. The data analysis technique used the interactive model of Miles and Huberman's analysis.

The results showed that: (1) the idea of implementing the STAD cooperative learning model in Indonesian history learning is important because it can increase interest, motivation, achievement, learning creativity, and social relations. (2) An example of a learning plan that starts with planning activities, an overview of the implementation, and an evaluation of learning (assessment) which is reflected in the learning steps (syntax) in the Learning Implementation Plan (RPP).

Keywords: *Cooperative Learning Model, STAD type, Indonesian History*