

**Pengaruh Penerapan Model Pembelajaran *Student Team Achievement Division* (STAD) Dipadu dengan *Discovery Learning* (DL) Terhadap Hasil Belajar Siswa Di SMA Negeri 5 Kota Ternate**

**Sumarti Zakaria<sup>1</sup> Chumidach Roini<sup>2</sup> Taslim D.Nur<sup>3</sup>**

<sup>1</sup>Program Pascasarjana, Universitas Khairun, Jl.Jusuf Abdulrahman Kampus II Unkhair Gambesi Kota Ternate Selatan, Maluku Utara 97728 Indonesia.

[Email: sumrtismanli@gmail.Com](mailto:sumrtismanli@gmail.Com)

<sup>2</sup>Program Studi Pendidikan Biologi, Fakultas keguruan dan Ilmu Pendidikan, Universitas Khairun

**ABSTRAK**

Pendidikan merupakan sebuah aktifitas yang integral yang mencangkup target, metode dan sarana dalam membentuk manusia yang mampu berinteraksi dan beradaptasi dengan lingkungannya, baik internal maupun eksternal demi terwujudnya kemajuan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi di dalam dirinya. Tujuan penelitian ini adalah untuk (1) menganalisis pengaruh penerapan model pembelajaran *student team achievement division* (STAD) terintegrasi *discovery learning* (DL) terhadap sikap kolaboratif peserta didik. (2) menganalisis pengaruh penerapan model pembelajaran *student team achievement division* (STAD) dipadu dengan *discovery learning* (DL) terhadap hasil belajar peserta didik. (3) apakah ada hubungan sikap kolaboratif terhadap hasil belajar peserta didik. Penelitian ini merupakan penelitian eksperimen semu (*Quasy Eksperimen*). Sampel penelitian ini terdiri dari tiga kelas yaitu kelas X-IPA<sup>2</sup> sebagai kelas eksperimen, X-IPA<sup>1</sup> dan X-IPA<sup>3</sup> sebagai kelas kontrol dengan jumlah siswa sebanyak 84 siswa. Instrumen yang digunakan adalah angket sikap kolaboratif dan tes untuk mengukur hasil belajar. Analisis data menggunakan uji normalitas dan homogenitas berbantuan SPSS sedangkan uji hipotesis menggunakan uji anacova, anova dan uji turkey. Hasil penelitian menunjukkan bahwa (1) ada pengaruh penerapan model pembelajaran *student team achievement division* dipadu dengan *Discovery Learning* (STADDL) terhadap sikap kolaboratif dengan taraf nilai signifikan sebesar  $0,000 < 0,005$ . (2) Penerapan model pembelajaran *student team achievement division* dipadu dengan *Discovery Learning* (STADDL) dapat meningkatkan hasil belajar peserta didik. Peningkatan hasil belajar pada model (STADDL) *student team achievement division* dipadu dengan *Discovery Learning* sebesar 73,33, DL (*Discovery learning*) sebesar 59,49 dan STAD (*Student team achievement division*) sebesar 56,22. (3) Tidak terdapat hubungan yang signifikan sikap kolaboratif dengan hasil belajar.

**Kata Kunci :** *student team achievement division*, *discovery learning*, Sikap kolaboratif, hasil belajar.

The Effect of the Students Team Achievement Division (STAD) Learning Model  
Application Integrated with Discovery Learning on the Students' Learning  
Outcomes at SMA Negeri 5 Kota Ternate

Sumarti Zakaria<sup>1</sup> Chumidach Roini<sup>2</sup> Taslim D.Nur<sup>3</sup>

<sup>1</sup> Postgraduate Program, Khairun University, Jl. Jusuf Abdulrahman Kampus II  
Unkhair Gambesi, Kota Ternate Selatan, North Maluku 97728 Indonesia.

Email: sumrtismanli@gmail.Com

<sup>2</sup> Biology Education Study Program, Faculty of Teachers Training and Education,  
Khairun University

## ABSTRACT

The research has been conducted at SMA Negeri 5 Kota Ternate from January to February 2022 and it aims (1) to analyze the effect of applying the Students Team Achievement Division (STAD) learning model integrated with discovery learning (DL) on the students' collaborative attitude, (2) to analyze the effect of applying Students Team Achievement Division (STAD) learning model integrated with discovery learning (DL) on the students' learning outcomes, (3) to analyze the relationship between the application of the Students Team Achievement Division learning model integrated with Discovery Learning (STADDL) on students' collaborative attitudes and students' learning outcomes. This is a quasi-experimental research. The sample consists of three classes, namely class X-IPA2 as the experimental class, X-IPA1 and X-IPA3 as the control class with a total of 84 students. The instruments used are collaborative attitude questionnaires and tests to measure learning outcomes. The data analysis to test the hypothesis uses SPSS version 16.00. The collaborative attitude is tested using ANOVA, while learning outcomes is tested using ANOVA and Turkey test. The results show that (1) there is an effect of applying the Students Team Achievement Division learning model integrated with Discovery Learning (STADDL) on students' collaborative attitudes. (2) The application of the Students Team Achievement Division learning model integrated with Discovery Learning (STADDL) can improve the students' learning outcomes. The improvement of learning outcomes using Students Team Achievement Division model integrated with Discovery Learning (STADDL) is 73.33, DL (Discovery learning) is 59.49, and STAD (Student team achievement division) is 56.22. (3) There is no significant relationship between students' collaborative attitude and students' learning outcomes.

Keywords: student team achievement division, discovery learning, collaborative attitude, learning outcomes.