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# Student Teams Achievement Division Learning Model: Learning Outcomes of Pancasila Education at Primary School

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**ABSTRACT**

Low student learning outcomes in Pancasila Education are often triggered by the use of learning models that are less varied and passive. This study aims to improve learning outcomes in Pancasila Education through the implementation of the Student Teams Achievement Division (STAD) cooperative learning model in fifth-grade students of Primary School 2 Tiakur. The method used is Classroom Action Research (CAR) which is implemented in two cycles, covering the cognitive, psychomotor, and affective domains. Data were collected through observation and learning outcome tests, then analyzed descriptively comparatively. The results of the study showed significant improvements at each stage. In the pre-cycle stage, the average class score was only 56 with a classical completion of 12%. After the implementation of cycle I, the average score increased to 67 with a completeness of 28%, but did not reach the established success indicator. Improvement actions in cycle II through intensification of group guidance, optimization of time management, revision of LKPD, and giving meaningful awards succeeded in increasing the average score to 82 with a classical completion of 96% (24 out of 25 students). The conclusion of this study is that the STAD model is effective in improving student learning outcomes holistically and exceeding established success indicators. This research contribution provides a practical reference for educators regarding strategies for strengthening student competencies in the Pancasila Education curriculum through structured cooperative learning.



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## 1. INTRODUCTION

Education is a fundamental pillar in developing quality human resources, as mandated by Law No. 20 of 2003 of the Republic of Indonesia concerning the National Education System. This regulation states that national education aims to develop students' potential to become individuals who are faithful, have noble character; are healthy, knowledgeable, capable, creative, and independent; and become democratic and responsible citizens. In line with this, the implementation of the independent curriculum, which has been implemented nationally, requires every

educational unit to provide meaningful and student-centred learning (Angga et al., 2022; Cahyon et al., 2024). This curriculum provides teachers with flexibility to choose learning models that align with student characteristics to achieve competencies and character traits consistent with the Pancasila Student Profile (Aini, 2023; Ibrahim et al., 2024).

Pancasila education, as a compulsory subject in the independent curriculum, plays a strategic role in shaping students' character from elementary school onwards (Muhkam & Abdulkarim, 2025; Utami & Sanjaya, 2025). This subject is designed to instill a love for the homeland, foster a spirit of nationalism, and foster a sense of national identity aligned with the values of Pancasila (Pebriyanti & Badilla, 2023). Pancasila education instruction in elementary schools aims not only to convey cognitive knowledge but also to develop social attitudes and skills so students can apply these values in their daily lives (Anugrah & Rahmat, 2024; Sasi et al., 2025). Therefore, its implementation requires a systematic and concrete approach that involves active student participation to optimally achieve learning objectives.

However, various challenges remain in the implementation of Pancasila education in the field. Studies show that most teachers still use a conventional, teacher-centred approach, where students tend to passively receive information (Suharjono & Fitriyah, 2024). Similarly, Hidayat et al. (2021) reported that a lack of innovation and the dominance of lecture methods result in low motivation and interaction among students, leading to suboptimal learning outcomes. This finding is supported by Wulandari (2022), who stated that low student learning outcomes in Pancasila and Citizenship Education are largely due to the limited use of varied and innovative learning models.

A similar situation was identified at Primary School 2 Tiakur, where fifth-grade students' Pancasila Education learning outcomes were still categorized as low and had not yet reached the Learning Objective Completion Criteria (KKTP). Based on observations and interviews, this low achievement was triggered by a learning process dominated by lecture methods, a lack of cooperation among students, and low active participation in teaching and learning activities. Furthermore, the lack of a learning model capable of accommodating students' collaborative learning needs further exacerbates this situation. This situation underscores the need for instructional improvements through the implementation of more innovative, active, and collaborative learning models to enhance the effectiveness of classroom learning.

One learning model deemed capable of addressing these challenges is the Student Teams Achievement Division (STAD) cooperative model. Developed by Robert E. Slavin, this model places students in small, heterogeneous groups to collaboratively master learning material (Isnaini & Kurniawan, 2020; Rahawarin et al., 2026). The implementation of STAD includes six main steps: conveying objectives and motivation, presenting information, organizing groups, guiding group work, evaluating, and providing rewards (Ariningsih et al., 2023; Sihombing et al., 2021; Upa et al., 2025). Through this syntax, Sinteractions andtive student engagement,

fosters positive peer interactions, and simultaneously develops social and academic skills (Nur & Pratomo, 2025; Rorimpandey et al., 2025).

The effectiveness of the STAD model in improving learning outcomes has been demonstrated by various previous studies, ranging from improving learning outcomes in Pancasila Education (Suharjono & Fitriyah, 2024), increasing motivation using visual media (Wangge & Sar'Iyyah, 2022), to its effectiveness in related subjects (Aprizan et al., 2023; Mahananingtyas et al., 2025). Despite extensive research, studies specifically examining STAD implementation in island regions such as SD Negeri 2 Tiakur are still very limited, despite Suparmini (2021) emphasizing the importance of this model in areas with limited access to learning resources. Therefore, this study is both urgent and novel in examining the implementation of STAD at primary school. This study aims to improve learning outcomes in Pancasila education through the implementation of the Student Teams Achievement Division (STAD) cooperative learning model in fifth-grade students at Primary School 2 Tiakur.

## 2. METHOD

This study employed a Classroom Action Research design aimed at improving the Pancasila Education learning outcomes of fifth-grade students at Primary School through the implementation of the Student Teams Achievement Division (STAD) cooperative learning model. The subjects of this study were all 25 fifth-grade students at Primary School 2 Tiakur. The research timeline was adjusted to the Pancasila Education class schedule for the fifth grade during the even semester of the current academic year. The research was carried out in two cycles, with each cycle consisting of two meetings.

The research design followed the Classroom Action Research model developed by Kemmis and McTaggart. This model consists of four main stages conducted in a cyclical manner: (1) planning, (2) acting, (3) observing, and (4) reflecting. Each cycle constitutes an integrated unit, in which the results of reflection from the preceding cycle serve as the basis for improvement in the planning of subsequent cycles. This study was planned for two cycles; however, if the success indicators had not been achieved in Cycle II, additional cycles would have been conducted until the targets were met.

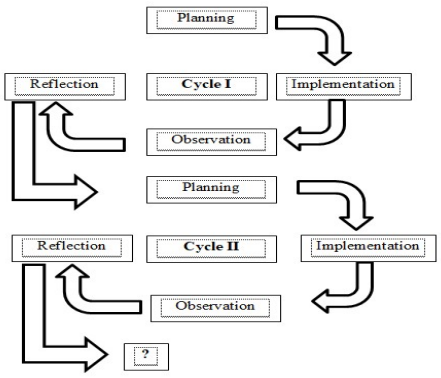


**Figure 1. Classroom Action Research Flow**

Data collection techniques in this study included tests, observation, and documentation. The instruments used in this study comprised learning achievement test items and observation sheets. The data analysis techniques in this study employed both quantitative and qualitative descriptive analyses. Quantitative analysis was used to analyze student test results, while qualitative analysis was used to analyze observational data on teacher and student activities.

Student learning outcomes are evaluated by calculating the class average and the percentage of classical learning mastery. The class average is determined using the formula $\bar{X} = \frac{\sum X}{N}$, where $\bar{X}$ represents the mean score, $\sum X$ is the aggregate of all student scores, and N denotes the total number of students. Furthermore, classical learning mastery (KB) is assessed through the equation $KB = \frac{T}{N} \times 100\%$, where T signifies the number of students who have met the Criteria for Achieving Learning Objectives (KKTP) and N represents the total student population.

Student observation data was analyzed using quantitative descriptive methods by calculating the percentage of instructional stage implementation, which was then categorized based on standard criteria. In addition to serving as an indicator of technical achievement, the observation data was used as critical reflection material to make improvements and adjust actions in the next cycle to ensure continuous improvement in the quality of learning.

**Table 1.** Criteria for Instructional Activity Success

| No. | Percentage (%) | Category |
|---|---|---|
| 1 | 90–100 | Very Good |
| 2 | 75–89 | Good |
| 3 | 60–74 | Fair |
| 4 | < 60 | Poor |

## 3. RESULTS AND DISCUSSION

### Results

### Description of Pre-Action Conditions

Prior to the implementation of the research intervention, the researcher first administered a pre-action test to obtain an overview of the initial learning outcomes of Pancasila Education among fifth-grade students at Primary School 2 Tiakur. This pre-action test encompassed three assessment domains: cognitive, psychomotor, and affective. The pre-action assessment data for 25 students are presented in Table 2 below.

**Table 2.** Summary of Pre-Action Assessment Results (Cognitive, Psychomotor, and Affective)

| No | Student Initials | Cognitive | Psychomotor | Affective | Final Score | Category |
|---|---|---|---|---|---|---|
| 1 | A.C.S | 54 | 60 | 50 | 55 | Poor |
| 2 | A.Y.L | 53 | 60 | 69 | 61 | Fair |
| 3 | B.Y | 49 | 55 | 69 | 58 | Poor |
| 4 | C.F.L.L | 53 | 55 | 50 | 53 | Poor |
| 5 | D.B.K | 43 | 50 | 63 | 52 | Poor |

| No | Student Initials | Cognitive | Psychomotor | Affective | Final Score | Category |
|---|---|---|---|---|---|---|
| 6 | F.AI | 51 | 55 | 75 | 60 | Fair |
| 7 | F.S.I | 74 | 70 | 88 | 77 | Good |
| 8 | G.E.M | 38 | 45 | 50 | 44 | Poor |
| 9 | G.L | 51 | 45 | 50 | 49 | Poor |
| 10 | G.E.M | 75 | 78 | 80 | 78 | Good |
| 11 | J.G.M | 54 | 55 | 56 | 55 | Poor |
| 12 | J.B | 63 | 55 | 44 | 54 | Poor |
| 13 | J.H.I | 45 | 55 | 44 | 48 | Poor |
| 14 | J.K | 38 | 60 | 63 | 54 | Poor |
| 15 | K.T | 51 | 55 | 69 | 58 | Poor |
| 16 | L.A.Z | 41 | 55 | 50 | 49 | Poor |
| 17 | M.E.A.R | 38 | 60 | 63 | 54 | Poor |
| 18 | M.R.M | 58 | 60 | 50 | 56 | Poor |
| 19 | M.K.H.T | 70 | 70 | 88 | 76 | Good |
| 20 | M.A.H | 44 | 60 | 44 | 49 | Poor |
| 21 | N.A.A | 49 | 50 | 56 | 52 | Poor |
| 22 | P.U | 51 | 50 | 63 | 55 | Poor |
| 23 | R.A.R | 58 | 35 | 63 | 52 | Poor |
| 24 | R.H.J | 56 | 30 | 69 | 52 | Poor |
| 25 | S.M.V.R | 62 | 30 | 63 | 52 | Poor |
| | | **Total** | | | **1400** | |
| | | **Average** | | | **56** | |
| | | **Highest Score** | | | **78** | |
| | | **Lowest Score** | | | **44** | |
| | | **Very Good** | | | **0** | 0% |
| | | **Good** | | | **3** | 12% |
| | | **Fair** | | | **2** | 8% |
| | | **Poor** | | | **20** | 80% |

The results of the analysis in Table 2, the results of the pre-cycle assessment show that the learning achievement of Pancasila Education of fifth grade students of Primary School Tiakur is in the very low category, with an average class score of 56 and a range of scores between 44 and 78. The distribution of learning outcomes is dominated by the "Poor" category of 20 students (80%), while only 3 students (12%) were able to achieve the "Good" category, and none of the students achieved the "Very Good" category. The condition where 88% of students are still below the achievement standard indicates that the conventional instructional methods previously applied have not been able to optimize student competencies comprehensively, so corrective action is needed through the implementation of the Student Teams Achievement Division (STAD) type cooperative learning model.

**Description of Cycle I Research Findings**

The planning phase of Cycle I began with a series of systematic preparatory activities, including the development of a Pancasila Education Teaching Module for Grade V, integrated with the steps of the Student Teams Achievement Division (STAD) model, in accordance with the applicable curriculum. In addition, researchers prepared Student Worksheets (LKPD) for group discussions, assessment instruments

covering the cognitive, psychomotor, and affective domains, and observation sheets for teacher and student activities. To optimize collaboration, five heterogeneous learning groups were formed, each consisting of five students, considering the diversity of academic ability, gender, and background of the students.

Implementation of the actions in Cycle I was carried out in two meetings, following the six main steps of the STAD model, beginning with the presentation of learning objectives, providing perception to increase motivation, and then presenting the material in a class setting. The first meeting focused on group organization and collaborative discussions to complete the LKPD. The second meeting continued with presentations of discussion results, individual quizzes, and calculating improvement scores to award the best group. This cycle ends with a comprehensive evaluation of learning outcomes to measure student achievement across all established competency domains.

**Cycle I: Learning Outcomes**

The results of the student learning evaluation in Cycle I, which includes a comprehensive assessment of the cognitive, psychomotor, and affective domains, are presented in detail in Table 3 below.

**Table 3.** Summary of Cycle I: Learning Outcomes (Cognitive, Psychomotor, and Affective)

| No | Student Initials | Cognitive | Psychomotor | Affective | Final Score | Category |
|---|---|---|---|---|---|---|
| 1 | A.C.S | 76 | 70 | 75 | 74 | Fair |
| 2 | A.Y.L | 63 | 70 | 63 | 65 | Fair |
| 3 | B.Y | 66 | 70 | 75 | 70 | Fair |
| 4 | C.F.L.L | 71 | 70 | 88 | 76 | Good |
| 5 | D.B.K | 68 | 65 | 50 | 61 | Fair |
| 6 | F.AI | 66 | 70 | 75 | 70 | Fair |
| 7 | F.S.I | 76 | 80 | 88 | 81 | Good |
| 8 | G.E.M | 58 | 70 | 38 | 55 | Poor |
| 9 | G.L | 58 | 80 | 44 | 61 | Fair |
| 10 | G.E.M | 55 | 70 | 63 | 63 | Fair |
| 11 | J.G.M | 61 | 75 | 88 | 75 | Good |
| 12 | J.B | 66 | 65 | 44 | 58 | Poor |
| 13 | J.H.I | 49 | 70 | 50 | 56 | Poor |
| 14 | J.K | 61 | 80 | 56 | 66 | Fair |
| 15 | K.T | 80 | 65 | 88 | 78 | Good |
| 16 | L.A.Z | 51 | 70 | 50 | 57 | Poor |
| 17 | M.E.A.R | 63 | 75 | 50 | 63 | Fair |
| 18 | M.R.M | 63 | 75 | 50 | 63 | Fair |
| 19 | M.K.H.T | 83 | 65 | 81 | 76 | Good |
| 20 | M.A.H | 58 | 80 | 44 | 61 | Fair |
| 21 | N.A.A | 60 | 70 | 44 | 58 | Poor |
| 22 | P.U | 63 | 75 | 88 | 75 | Good |
| 23 | R.A.R | 66 | 70 | 81 | 72 | Fair |
| 24 | R.H.J | 70 | 70 | 80 | 73 | Fair |
| 25 | S.M.V.R | 70 | 75 | 78 | 74 | Good |

| No | Student Initials | Cognitive | Psychomotor | Affective | Final Score | Category |
|---|---|---|---|---|---|---|
| | | **Total** | | | **1682** | |
| | | **Average** | | | **67** | |
| | | **Highest Score** | | | **81** | |
| | | **Lowest Score** | | | **55** | |
| | | **Very Good** | | | **0** | 0% |
| | | **Good** | | | **7** | 28% |
| | | **Fair** | | | **13** | 52% |
| | | **Poor** | | | **5** | 20% |

The results of data analysis in Table 3, student learning outcomes in Cycle I showed a significant increase compared to pre-cycle conditions, where the average class score increased by 11 points from 56 to 67. A positive shift was also seen in the distribution of achievement categories, namely a decrease in the number of students in the "Less" category from 80% to 20%, as well as an increase in the number of students in the "Enough" category to 52% and the "Good" category to 28%. However, this achievement has not met the established success indicators, namely a minimum of 75% of students reaching the "Good" category, so the research needs to be continued to Cycle II by making improvements based on the results of reflection in this cycle.

**Cycle I Reflection Stage**

Observations and data analysis from Cycle I identified several obstacles requiring systematic improvement. These included suboptimal teacher guidance for group work and ineffective time management, particularly during the discussion phase. This resulted in the dominance of certain students while others tended to be passive and hampered the evaluation and reward stages. Furthermore, students' unfamiliarity with the STAD cooperative model led to a reluctance to collaborate, resulting in low participation and a less-than-optimal internalization of the values of cooperation in the psychomotor and affective domains.

To address these weaknesses, an improvement plan was developed for Cycle II, which includes providing intensive guidance for less active students and implementing stricter time limits at each instructional stage. Researchers will also provide more in-depth explanations of discussion procedures and worksheet instructions, optimize the use of learning media to clarify material, and introduce a more varied reward system. These strategic steps are expected to increase student motivation and engagement across all assessment domains in the next cycle.

**Description of Cycle II Research Findings**

The second cycle of planning was developed comprehensively based on reflections from the previous cycle, with a primary focus on optimizing time allocation for each stage of the STAD model. Improvements included developing more proportionate teaching modules, revising student worksheets (LKPD) with more detailed instructions, and providing a wider variety of supplementary learning media to enhance student understanding. Specifically, researchers designed a more intensive

group guidance strategy, particularly for students still in the "Poor" category, to ensure more equitable learning outcomes.

In the implementation phase, actions were implemented through two meetings, integrating managerial and motivational reinforcement. The teacher provided intensive guidance to ensure the active participation of all group members and implemented strict time limits for each learning activity to maintain the effectiveness of the instructional process. Furthermore, the use of a wider variety of learning media and the active provision of positive feedback were implemented to stimulate student learning interest, particularly for those with low learning outcomes in the first cycle, to achieve the established success indicators.

**Cycle II: Learning Outcomes**

The results of student learning evaluation in Cycle II, which includes comprehensive assessments in the cognitive, psychomotor, and affective domains, are presented systematically in Table 4 below.

**Table 4.** Summary of Cycle II: Learning Outcomes (Cognitive, Psychomotor, and Affective)

| No | Student Initials | Cognitive | Psychomotor | Affective | Final Score | Category |
|---|---|---|---|---|---|---|
| 1 | A.C.S | 78 | 95 | 88 | 87 | Good |
| 2 | A.Y.L | 72 | 90 | 88 | 83 | Good |
| 3 | B.Y | 76 | 80 | 81 | 79 | Good |
| 4 | C.F.L.L | 85 | 95 | 81 | 87 | Good |
| 5 | D.B.K | 70 | 90 | 75 | 78 | Good |
| 6 | F.AI | 76 | 90 | 88 | 85 | Good |
| 7 | F.S.I | 83 | 90 | 75 | 83 | Good |
| 8 | G.E.M | 70 | 85 | 81 | 79 | Good |
| 9 | G.L | 90 | 80 | 90 | 87 | Good |
| 10 | G.E.M | 78 | 85 | 88 | 84 | Good |
| 11 | J.G.M | 62 | 90 | 88 | 80 | Good |
| 12 | J.B | 77 | 85 | 81 | 81 | Good |
| 13 | J.H.I | 65 | 90 | 88 | 81 | Good |
| 14 | J.K | 77 | 85 | 81 | 81 | Good |
| 15 | K.T | 88 | 90 | 81 | 86 | Good |
| 16 | L.A.Z | 75 | 80 | 75 | 77 | Good |
| 17 | M.E.A.R | 73 | 90 | 81 | 81 | Good |
| 18 | M.R.M | 54 | 55 | 63 | 57 | Poor |
| 19 | M.K.H.T | 85 | 95 | 81 | 87 | Good |
| 20 | M.A.H | 77 | 90 | 75 | 81 | Good |
| 21 | N.A.A | 80 | 90 | 81 | 84 | Good |
| 22 | P.U | 85 | 85 | 81 | 84 | Good |
| 23 | R.A.R | 90 | 90 | 94 | 91 | Very Good |
| 24 | R.H.J | 89 | 80 | 80 | 83 | Good |
| 25 | S.M.V.R | 90 | 89 | 90 | 90 | Very Good |
| **Total** | | | | | **2055** | |

| No | Student Initials | Cognitive | Psychomotor | Affective | Final Score | Category |
|---|---|---|---|---|---|---|
| | | **Average** | | | **82** | |
| | | **Highest Score** | | | **91** | |
| | | **Lowest Score** | | | **57** | |
| | | **Very Good** | | | **2** | 8% |
| | | **Good** | | | **22** | 88% |
| | | **Fair** | | | **0** | 0% |
| | | **Poor** | | | **1** | 4% |

The data analysis in Table 4 shows that student learning outcomes in Cycle II showed a very significant improvement compared to Cycle I, with the class average score increasing by 15 points, from 67 to 82. This improvement was also reflected in the highest score, which reached 91, while the lowest score shifted from 55 to 57. The most striking change was seen in the distribution of achievement categories, where the number of students in the "Poor" category shrank drastically to 4%, and the "Fair" category was eliminated as all students previously in that category successfully advanced to a higher level.

Achieving Cycle II recorded 22 students (88%) moving into the "Good" category, and for the first time, 2 students (8%) achieving the "Very Good" category. Cumulatively, 24 out of 25 students (96%) achieved the "Good" category or above. This percentage exceeds the success indicator that has been set at ≥75%, so it can be concluded that the implementation of the STAD type cooperative learning model has effectively optimized student learning outcomes in the Pancasila Education subject.

**Cycle II Reflection Stage**

The data analysis in Cycle II, the implementation of the intervention demonstrated highly significant success. The research success indicators had been achieved: (1) an increase in the average learning outcome score from Cycle I (67) to Cycle II (82); (2) the percentage of students achieving a minimum category of “Good” had reached 96%, far exceeding the target of ≥75%; and (3) an improvement in the quality of the instructional process, evidenced by increased active participation of students in the cognitive, psychomotor, and affective domains. Therefore, the classroom action research was concluded at Cycle II.

**Recapitulation of Learning Outcome Improvement Across Cycles**

The recapitulation of Pancasila Education learning outcome improvement for fifth-grade students at SD Negeri 2 Tiakur from the pre-action stage, Cycle I, to Cycle II is presented in Table 5 below.

**Table 5.** Recapitulation of Learning Outcome Improvement Across Cycles

| No | Aspect | Pre-Action | Cycle I | Cycle II |
|---|---|---|---|---|
| 1 | Class Average Score | 56 | 67 | 82 |
| 2 | Highest Score | 78 | 81 | 91 |
| 3 | Lowest Score | 44 | 55 | 57 |
| 4 | Very Good Category | 0 (0%) | 0 (0%) | 2 (8%) |

| No | Aspect | Pre-Action | Cycle I | Cycle II |
|---|---|---|---|---|
| 5 | Good Category | 3 (12%) | 7 (28%) | 22 (88%) |
| 6 | Fair Category | 2 (8%) | 13 (52%) | 0 (0%) |
| 7 | Poor Category | 20 (80%) | 5 (20%) | 1 (4%) |
| 8 | Mastery (Good + Very Good) | 3 (12%) | 7 (28%) | 24 (96%) |
| 9 | Not Yet Mastered (Fair + Poor) | 22 (88%) | 18 (72%) | 1 (4%) |

The data analysis in Table 4 shows that student learning outcomes in Cycle II showed a very significant improvement compared to Cycle I, with the class average score increasing by 15 points, from 67 to 82. This improvement was also reflected in the highest score, which reached 91, while the lowest score shifted from 55 to 57. The most striking change was seen in the distribution of achievement categories, where the number of students in the "Poor" category shrank drastically to 4%, and the "Fair" category was eliminated as all students previously in that category successfully advanced to a higher level.

Achieving Cycle II recorded 22 students (88%) moving into the "Good" category, and for the first time, 2 students (8%) achieving the "Very Good" category. Cumulatively, 24 out of 25 students (96%) achieved the "Good" category or above. This percentage exceeds the success indicator that has been set at ≥75%, so it can be concluded that the implementation of the STAD type cooperative learning model has effectively optimized student learning outcomes in the Pancasila Education subject.

**Discussion**

This classroom action research aims to describe the improvement in Pancasila education learning outcomes for fifth-grade students at Primary School 2 Tiakur through the implementation of the Student Teams Achievement Division (STAD) cooperative learning model. Learning outcomes were measured holistically, encompassing the cognitive, psychomotor, and affective domains, in accordance with the mandate of the independent curriculum, which emphasizes authentic and multidimensional assessment. Pre-cycle data revealed a concerning situation, with an average class score of only 56 and a classical completion rate of 12%, with 80% of students still in the "Need Guidance" category. These initial findings align with a study by Mujazi (2020), which stated that conventional teacher-centered learning tends to limit students' active participation in knowledge construction, thus hindering the achievement of comprehensive competencies.

The implementation of the STAD model in Cycle I provided positive stimulation by increasing the class average to 67, although the classical completion rate, which only reached 28%, did not meet the success indicator (≥75%). This is relevant to the views of Marampa and Novalina (2022) and Suriat (2022) that the initial phase of STAD requires a paradigm shift from individual to collaborative learning. Based on this reflection, the researchers conducted substantial interventions in Cycle II by intensifying group guidance and using more varied media, which proved successful

beyond success indicators. As emphasized by Rahayu (2024), reflective evaluation at each instructional stage is key to successfully optimizing student learning outcomes through a structured cooperative model, while also strengthening the findings of Pratiwi et al. (2023) regarding the effectiveness of the STAD structure in improving learning outcomes through collaboration.

The implementation of actions in Cycle II had a very significant impact on improving student learning outcomes, with the average class score jumping to 82, a 26-point increase from the pre-cycle stage. A striking transformation was seen in the distribution of achievement categories, with the number of students in the "Good" category increasing dramatically to 88%, and two students achieving the "Very Good" category. This classical completion rate of 96% far exceeded the established success indicator (≥75%). This pattern of progressive improvement aligns with the findings of Kristiani and Airlanda's (2021) meta-analysis, which concluded that the STAD model consistently demonstrates a large effect size in improving cognitive learning outcomes for elementary school students across various subject contexts in Indonesia.

A crucial aspect of this success was the effectiveness of the intervention for students previously in the "Need Guidance" category. Through a combination of intensive group guidance and optimization of peer tutoring mechanisms in heterogeneous groups, these students were able to significantly improve their achievement to the "Good" category. This demonstrates that individualized attention within a cooperative framework can improve the achievement of low-ability students, as confirmed by Aningsih et al. (2023), who found that the implementation of STAD, accompanied by continuous improvement based on reflection, was proven effective in improving learning outcomes, especially when teachers provided focused guidance to students experiencing learning difficulties.

Comprehensively, learning outcomes improved evenly across the cognitive, psychomotor, and affective domains through the STAD structure, which integrates individual responsibility with group interdependence. This finding is supported by Setiyaningsih and Sujarwo (2023) and Syamsuddin et al. (2025), who stated that the cooperative model simultaneously strengthens student competencies in all three domains. However, the decline in one student's grades in Cycle II indicates that internal individual factors remain influential, consistent with the explanation of Situngkir et al. (2025) that additional pedagogical interventions in the form of differentiated approaches are still needed to accommodate very specific learning needs. Theoretically, the success at Primary School 2 Tiakur provides an important contribution to the literature on education in the archipelago region and proves the statement by Fauziah and Purnomo (2023) that the effectiveness of learning outcomes is determined more by the systematic accuracy of teachers in implementing instructional steps than by the availability of luxurious facilities.

This research makes significant contributions both theoretically and practically by strengthening the literature on the effectiveness of the Student Teams Achievement Division (STAD) model in improving learning outcomes holistically and providing new insights for educational literature in the archipelago region through the utilization

of social interaction as a primary learning resource. Practically, the results of this study serve as a guide for teachers in implementing the Independent Curriculum through multidimensional assessment designs and strengthening the role of facilitators to create learning that is no longer teacher centered. Furthermore, institutionally, these findings recommend the cooperative model as a realistic strategic solution for educational unit policies in addressing low classical mastery while internalizing character values through inclusive, heterogeneous collaboration.

## 4. CONCLUSION

This study concludes that the implementation of the Student Teams Achievement Division (STAD) cooperative learning model is effective in holistically improving Pancasila Education learning outcomes for fifth-grade students at Primary School 2 Tiakur. This is evidenced by a significant increase in the average class score, starting from 56 in the pre-cycle stage, rising to 67 in Cycle I, and reaching a peak of 82 in Cycle II. Furthermore, the classical completion rate experienced a drastic jump from 12% to 96%, which has convincingly exceeded the established success indicator. This success was driven by strategic improvement measures such as intensified group guidance, optimized time management, and the provision of meaningful rewards. Therefore, this study provides a practical reference for educators in strengthening student competencies through structured cooperative learning.

As a recommendation, classroom teachers are advised to consistently implement the STAD cooperative learning model by strengthening their role as facilitators through intensive monitoring to mitigate the dominance of certain students. Meanwhile, schools are expected to facilitate the development of educator competencies in mastering innovative models relevant for application in areas with limited resources. In addition, further researchers can develop this study by integrating the STAD model through a differentiated approach to accommodate specific individual learning needs, as well as expanding the scope of research to different subjects and grade levels to test the generalization of the model's effectiveness more comprehensively.

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