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The Effect of the STAD Model Supported by House Game Animal on Elementary School Students' Learning Interest

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ABSTRACT

This research aims to determine the effect of using the STAD learning model supported by the House Game Animal on students' learning interest. The sampling technique used is purposive sampling. The data collection techniques used are questionnaires, observation, structured interviews, and documentation. The data analysis techniques used are validity, reliability, difficulty level, distinguishing power, normality, homogeneity, and hypothesis tests consisting of independent sample t-tests and simple linear regression tests. The research results reveal that (1) there is a significant difference in students' learning interest in the STAD learning model supported by the House Game Animal. This is proven by the calculated sig value of 0.003 < 0.05, which indicates rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (Ha). (2) Using the STAD learning model through the House Game Animal significantly influenced students' interest in learning. This is proven by the obtained significance value of 0.000 < 0.005 and the tcount value of 8,269 > ttable 2.069. As a result, House Game Animal-supported the STAD learning model has significant differences and influence in increasing students' learning interest.

Keywords*: *STAD, house game animal props, student learning interest, elementary students

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INTRODUCTION

According to Law No. 20 of 2003, the meaning of education is a conscious and planned effort to create a learning atmosphere in the learning process so that students can actively develop their own potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. Based on the explanation of education above, it can be concluded that education is very important for life in the future, which can provide a learning and development process in various aspects of life. That is why education is very important from early childhood to adulthood.

Education is an effort to prepare students to face an increasingly changing life. Through education also provide an opportunity to apply the principles of science and technology for all mankind. This is also similar to the objectives of national education as stated in Law Number 20 of 2003 (Sisdiknas, article 3), namely to develop the potential of students to become people who believe in God Almighty, are healthy, educated and have noble personalities. An education will be successful if the specified goals are achieved (Idayani, 2018).

Changes due to the learning process can be manifested in various forms, including affective, cognitive, and psychomotor aspects. Learning activities require active learning, namely joint participation between teachers and students. Learning activities refer to student activities or teaching and learning activities outside of school or inside school that support student success (Prasetyo and Abduh, 2021), so that it can be implemented and produce changes as desired, several supporting factors are needed, namely by examining the influence of student learning interests by utilizing interesting learning media.

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Interest is a feeling of preference and attraction to something or an activity, without anyone telling you to. Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest. Interest contains elements of cognition (knowing), emotion (feeling), and conation (will). Therefore, interest is considered a conscious response, because if not, interest would have no meaning. The element of cognition means that interest is preceded by knowledge and information about the object targeted by the interest, there is an element of emotion because in participation or experience, it is accompanied by certain feelings, such as pleasure, while the element of conation is a continuation of the element of cognition. These three elements are manifested in the form of willingness and desire to do an activity, including activities in schools such as studying (Jamaluddin, 2020). Basically, learning is a process of interaction between students and their environment to change their behavior for the better. To help change student behavior, educators must organise the environment. Learning can also be defined as an educator's effort to help their students learn according to their wishes. Educators are responsible as facilitators and create an environment that supports improving students' learning abilities (Hawa, 2024) .

Then based on the results of interviews with teachers and questionnaire data from students regarding the learning interests of grade IV students of SD Negeri Harjosari 01, it is known that the total number of grade IV students is 52 children. In daily learning activities, students do not always arrive on time, there are still students who come late to school. Student involvement in learning in class is also still lacking because there are still some children who do not pay attention to the learning being delivered. The lack of student interest in learning also results in some children not listening to the learning delivered by the educator. However, student reactions to questions given by educators regarding learning materials are good, although sometimes the responses given are still not entirely correct. Even so, the material given by educators sometimes still causes students to feel tired because they consider the material given to be less interesting. In classroom learning, teachers also apply learning media by utilising objects around the classroom, such as cupboards for examples of cuboid-shaped objects (space shapes) etc. In addition, by learning should be based on what students want. Meanwhile, researchers found that the level of student interest in learning was still low in the questionnaire data filled out by grade IV students. The following are details of the average learning interests of grade IV students at SD Negeri Harjosari 01.

Table 1. Student Learning Interest Questionnaire Data

Percentage Class	Indicator				Total
	Feeling Happy	Interested Student	Attention Student	Involvement student	
IV A	68%	60%	65%	56%	62.25%
IV B	65%	60%	60%	55%	60%
Average	66.5%	60%	62.5%	55.5%	61.12%

The results of the preliminary study of the learning interests of fourth grade students of SD Negeri Harjosari 01 based on the indicators are for the average feeling of happiness of students in grades IVA and IVB is 66.5%, for student involvement is 55.5%, for student attention is 62.5% and for student involvement is 55.5%. For class IVA, the percentage is 62.25%, class IVB, the percentage is 60%. So the average achievement of interest of fourth-grade students of SD Negeri Harjosari 01 shows a result of 61.12 %.

To help increase students' interest in learning, it is important to apply the right learning model, and improvements are also needed in the learning process. This is because the application of learning models is one of the learning approaches that can be used in the classroom for teaching and learning. Students must be prepared from the start to be able to develop, be creative and also be able to socialise in their environment. Thus, the learning model of educating and fostering experience can be applied by teachers to maximize student learning outcomes. In this study, the researcher chose the STAD (Student Teams Achievement

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Division) learning model as a learning model that is suitable for application in class IV of SD Negeri Harjosari 01. According to Abrori et al., (2023) efforts that can be made to foster students' interest in learning require teachers' efforts to involve students in learning. In addition, teachers can create a fun and innovative learning atmosphere to encourage active learning among students. Teachers must be able to design learning well, manage the class, and determine the appropriate learning model. One of the learning models that teachers can use to increase students' interest in learning is the STAD (Student Teams Achievement Division) cooperative learning model.

According to Yeni et al. (2023) the STAD (Student Teams Achievement Division) learning model is the easiest cooperative learning approach. This model is a simple model that is good for teachers who are new to the cooperative approach. When implementing the STAD learning model, the teacher presents problems to students and they solve them together through group discussion activities. At the end of the activity, a quiz is conducted to enhance student learning activity and understanding. Lubis (2019) stated that the STAD (Student Teams Achievement Division) learning model is a type of learning model that emphasizes activities and interactions between students, motivating each other and helping them master learning materials and maximize success.

According to Abrori et al. (2023) in addition to implementing learning models, the use of teaching aids can also support increased student learning activity. The use of teaching aids is able to convey messages from the sender to the recipient and ultimately increase the interest, emotions, and thoughts of students. Januaries Pane, Nainggolan (2022) argue that the use of teaching aids is one of the supporting factors in increasing students' curiosity so that it can encourage students to be more active in learning activities. By using unique teaching aids, teachers can more easily convey material and involve students. In this research effort to increase student learning interest, researchers use teaching aids as a learning medium in implementing the STAD (Student Teams Achievement Division) learning model.

Teaching aids are tools/objects used to help teachers deliver material to students, so that students are more focused on receiving lessons. Teaching aids are tools that can be absorbed by the eyes and ears to help teachers make the student learning and teaching process more effective and efficient. Learning using teaching aids means optimising the function of all five senses of students to increase the effectiveness of students' learning by listening, seeing, touching, and using their minds logically and realistically. Lessons are not just about gazing into abstract areas, but rather as a concrete and realistic empirical process and become a part of life that is not easily forgotten. Teaching aids are very necessary in providing learning to be able to understand it more clearly. However, teaching aids are not a substitute for oral or written lessons, but as a complement to the assistant so that lessons can last a long time in the memory of students and are easy to express later when needed (Hayati, Kartika, & Wahyuni, 2023).

House Game Animal props. These props are made of colorfully painted boards to make the props more attractive. These props are shaped like a cube-shaped animal house, with each wall open, and there is a roof section. The roof section is used as a place to attach the self-reward. Each wall has different games containing questions and answers that students will answer. If all groups have answered the questions, the walls and roofs are reassembled to form a house and the rewards are attached by the students. These House Game Animal props are used with the effort to help learning activities by implementing the STAD (Student Teams Achievement Division) learning model. By implementing the STAD (Student Teams Achievement Division) learning model with the help of House Game Animal props, it is expected to increase students' interest in learning. In conclusion, students can play an active role rather than being passive in participating in learning in class, so that students' interest in learning can increase.

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LITERATURE REVIEW

Understanding the STAD (Student Teams Achievement Division) Learning Model

STAD learning is a learning model where students work in small groups of four to five students with different abilities and mastery of the material. Each member works together to understand the material and help their friends master the material. STAD is included in the cooperative learning model. This learning model consists of small groups that work together in a team to solve problems or complete tasks together. This model is able to encourage students to express opinions, ideas, and thoughts during learning. The STAD learning model has a straightforward learning method and can make learning dynamic, imaginative, and fun for students (Ningsih & Wulandari, 2022) .

According to Suriat (2022) argues that the learning model is a framework for completing work assignments or as a systematic description of the learning process that helps students achieve their goals. In essence, the learning model is the overall presentation of teaching materials that include all aspects before, during and after the teacher's learning and all related tools that are used directly or indirectly in teaching and learning. Meanwhile, according to (Asmar Reksy Septio, Kurniaman, & Hermita, 2019) it means that the learning model is a model used as a guideline in planning learning or teaching programs in the classroom. In STAD, students work in groups of 4 to 5 people, mixed according to performance level and gender. The teacher explains simple research learning materials, and students work in groups to develop systematic writing.

Based on the assessment, it can be concluded that the learning model is a learning design used as a tool for teachers or learning planners to be able to organise the learning and learning process more appropriately and more impressively. Furthermore, STAD Learning is a learning model where students work in small groups consisting of four to five students with different abilities and mastery of the material. Each member works together to understand the material and help their friends master the material.

Animal House Game Props

Teaching aids are supporting media that can be utilised in learning activities, to provide real examples of the learning material being studied (Setiawan & Masruroh, 2020) (Setiawan & Mahmud, 2020). According to Prihatiningtyas & Haryono (2019), in its use, teaching aids can be useful for explaining abstract concepts into concrete ones so that they can optimise the five senses and can stimulate the thoughts, feelings, attention and interests of students, which can lead to the teaching and learning process. From the statement above, it can be concluded that teaching aids are tools that can be used by teachers to facilitate the delivery of learning materials, so that later the learning materials can be more easily accepted by students. According to Rahayu (2018) the functions of learning media include 1) attention function, 2) affective function, 3) cognitive function, and 4) compensatory function, namely accommodating students who are weak and slow to receive and understand the contents of the lessons presented.

House Game Animal teaching aid is made of a board with the outside painted in various colors to make the teaching aid more attractive. This teaching aid is shaped like a cube-shaped animal house where each wall can be opened, there is a roof and walls. The roof is used as a place to attach rewards that students get if they answer the questions correctly, and each wall has different games containing questions and answers that students will answer. If all groups have answered the questions, the walls are closed again to form a house and decorated with rewards attached by students. In addition, the House Game Animal teaching aid can be used as a game to encourage students to be more active and creative in learning activities. So that students' interest in learning can increase, learning activities are not boring, children's logical and creative thinking patterns can be honed, and learning outcomes increase.

Excess Animal House Game Props

1) Make the material presented easier to understand and remember.
2) Explanations related to the material become clearer, more interesting, and more enjoyable.
3) Learning is more varied because it uses colourful illustrated media.

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4) The content of the material can be changed and adjusted to the material to be delivered.
5) Not monotonous and boring.

Animal House Game Props

1) It's hard to carry around because it's quite big.
2) Attaching questions and learning materials using clips so they are easy to remove.

Understanding Learning Interest

From English, etymologically the word "interest" means "liking", "attention", "desire", and "tendency of the heart towards something". Furthermore, in learning exercises, students should have an interest in learning or a feeling of pleasure in following the existing learning exercises. Because students who are interested in learning will be motivated to pay attention, do activities, and follow learning in class. Students' excellence in achieving must be seen from their attentive attitude and interest in something accompanied by a desire to know, learn and demonstrate further. According to Fadhilah, Ardianti (2021) interest in learning is a desire that comes from individual students to improve learning habits. The interest that a person has is something that originates from feelings in the form of a tendency towards something that gives rise to certain actions or activities so that interest can be said to be a feeling that has a strong desire for something and is not only based on awareness of an activity (Pratiwi, Indriani, & Sugiarto, 2017).

This interest in learning can arise because of the nature of caution towards an object that can cause a longing to listen, study and demonstrate in more depth. This shows that in this interest, there is an effort to get something from the object of interest. Interest in learning is related to affective functions and knowledge that will cause strong emotions such as positive feelings towards something, a sense of attachment, fascination and increasing cognitive processes (Nurhasanah & Sobandi, 2016). This assessment provides an understanding that interest is a condition that can occur with the assumption that the item is related to the desires and needs of the individual concerned. In other words, something that someone pays attention to is related to the desires and needs of the person who sees it.

METHOD

In this study, the researcher used quantitative research and used a quasi-experimental method. A quasi-experiment is a trial plan where scientists cannot arbitrarily determine the group that will receive treatment and the group that will be used as the subject as the reference group, and the determination of the subject cannot be done arbitrarily. According to Sugiyono (2015), a quasi-experiment is a study that approaches a real experiment. This study aims to directly test the effect of a variable on another variable and test the hypothesis of a cause-and-effect relationship. The quasi-experimental method is used when researchers do not have full control over the current factors and conditions. In this study, researchers divided participants into two groups consisting of an experimental group and a control group. In the experimental group, they applied the STAD learning model with the help of the House Game Animal teaching aids, while in the control group, the researcher applied the STAD learning model. without being given any treatment.

Quantitative research is a research method based on positivist (concrete data). The data obtained in this study are in the form of numbers, which will later be measured using statistics as a calculation tool related to the problems studied to obtain conclusions (Sugiyono, 2018). The research instrument used in this study is the pretest method, before the learning activities are carried out in the classroom. Furthermore, treatment is given using the STAD (Student Teams Achievement Division) learning model supported by House Game Animal. Then it ends with a posttest t as a benchmark for differences in the influence of student learning interest at each meeting.

This study uses two research variables, namely the independent variable and the dependent variable.

1. Independent Variable

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According to Sugiyono (2019) the independent variable is a variable that proposes changes to the dependent variable. The STAD learning model, supported by House Game Animal, is the independent variable of the study.

2. Dependent Variable

The dependent variable in this study is the learning interest of grade IV students at SDN Harjosari 01. Meanwhile, the definition of the dependent variable is a variable that is influenced or affected so that it becomes a result of the existence of an independent/free variable. Sugiyono (2019) in this study, students' learning interest acts as a dependent variable and is influenced or affected by the application of the STAD learning model supported by the House Game Animal.

Population is an area that generally consists of objects/subjects that have special qualities and characteristics that researchers determine to be studied and conclusions drawn (Sugiyono, 2021). While the population that researchers use in this study are all students of SDN Harjosari 01. The sample is a part of the population that is a source of data for conducting research, the population is part of the number of characteristics in the population (Sugiyono, 2021). In this study, the samples selected were classes IVA and IVB SDN Harjosari 01, with a total of 29 students in class IV A and 23 IV B. Class IV A was the control class, and class IV B was the experimental class.

The researcher's data collection technique used was non-test, namely providing questionnaires to students to collect data related to students' learning interests. This observation is used to measure the influence of the learning model. Through observation and questionnaires to observe students' learning interests and the implementation of learning activities during the treatment (Sugiyono, 2021). Structured interviews, interviews were conducted with homeroom teachers to collect definite information about students. In addition, there is also documentation to strengthen the results of the research that has been conducted.

RESULTS AND DISCUSSION

Research Data Description

The study was conducted at SD Negeri 097820 Bah Jambi, Jawa Maraja District, Pematang Siantar, Simalungun Regency. This study was conducted to determine how much influence the Modified Free Inquiry learning model has on students' critical thinking skills in grade IV of SD Negeri 097820 Bah Jambi. This study is a quantitative study involving grade IV students using the Modified Free Inquiry learning model.

The form of data collection in this study used tests and questionnaires. The tests used were 23 valid questions and the questionnaires were 26 valid questions. Before collecting data on the actual sample/respondents, the researcher first conducted a trial of the questions at another school, namely SD Negeri 060933 Medan Johor, to test the validity of the questions. Of the 40 questions, 23 were declared valid, and out of 50 questionnaires, 26 were declared valid. After getting valid results, the questions will then be distributed to the actual respondents or the fourth-grade students of SD Negeri 097820 Bah Jambi in the 2023/2024 Academic Year, totaling 25 students.

Correlation Coefficient Test

The coefficient test is used to determine whether or not there is an influence between the independent variable (X) and the dependent variable (Y), and the requirements for the correlation coefficient test are to see rcount> rtable with the product moment correlation formula can be seen in table 1 below:

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Table 1. Correlation Coefficient Value of the Effect of the Modified Free Inquiry Learning Model on Students' Critical Thinking Skills

No	X	Y	X2	Y2	XY
1	80	78	6400	6084	6240
2	87	69	7569	4761	6003
3	90	87	8100	7569	7830
4	90	82	8100	6724	7380
5	98	87	9604	7569	8526
6	98	91	9604	8281	8918
7	87	80	7569	6400	6960
8	80	65	6400	4225	5200
9	88	82	7744	6724	7216
10	102	95	10404	9025	9690
11	82	60	6724	3600	4920
12	96	82	9216	6724	7872
13	90	87	8100	7569	7830
14	82	78	6724	6084	6396
15	88	82	7744	6724	7216
16	97	95	9409	9025	9215
17	95	87	9025	7569	8265
18	96	89	9216	7921	8544
19	70	69	4900	4761	4830
20	89	87	7921	7569	7743
21	100	94	10000	8836	9400
22	96	85	9216	7225	8160
23	100	90	10000	8100	9000
24	85	82	7225	6724	6970
25	90	87	8100	7569	7830
N=25	**2256**	**2070**	**205014**	**173362**	**188154**

The following is the calculation of the correlation coefficient test using SPSS Version 22 which can be seen in Table 2 as follows:

Table 2. Correlation Coefficient Results

Correlations

		MFI	Critical Thinking
MFI	Pearson Correlation	1	.809**
	Sig. (2-tailed)		,000
	N	25	25
Critical Thinking	Pearson Correlation	.809**	1
	Sig. (2-tailed)	,000	
	N	25	25

****. Correlation is significant at the 0.01 level (2-tailed).**

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So there is a positive correlation of 0.809 between the modified free inquiry learning model and students' critical thinking skills. This means that the greater the modified free inquiry learning model, the greater the level of students' critical thinking skills. Whether the correlation coefficient of the calculation results is significant (can be generalized) or not, it needs to be compared with rtable, with a certain level of error. If the level of error is set at 5%, (95% confidence level) and N = 25, then the rtable value = 0.396. It turns out that the rcount value is greater than the rtable value, so Ho is rejected and Ha is accepted. So the conclusion is that there is a positive relationship and the correlation coefficient value between the modified free inquiry learning model and students' critical thinking skills is 0.809.

In correlation analysis there is a number called the Coefficient of Determination, the value of which is the square of the correlation coefficient (r2). This coefficient is called the coefficient of determination because the variance that occurs in the dependent variable can be explained through the variance that occurs in the independent variable. For the calculation above, r = 0.809 was found. The coefficient of determination = r2 = 0.8092 = 0.65. This means that the variance that occurs in the variable of students' critical thinking skills 65% can be explained through the variance that occurs in the variable of the modified free inquiry learning model, or critical thinking skills 65% are determined by the size of the learning model, and 35% by other factors not studied in this study.

Hypothesis Test (t-Test)

After the data is stated to be normally distributed and the sample comes from the same or homogeneous population, then the hypothesis testing can be carried out using the "t-test". The statistics used to test the research hypothesis is the t-test. The proposed hypothesis is:

Ho : There is no effect of the Modified Free Inquiry learning model on students' critical thinking skills.
Ha : There is an effect of the Modified Free Inquiry learning model on students' critical thinking skills.

The t-test criteria can be carried out significantly if they are obtained to determine whether or not there is an effect on critical thinking skills. Hypothesis testing using the t-test is carried out by comparing t count> t table the hypothesis is accepted and if t count < t table is rejected. The following will be tested using the $t_{test.}$ The following table presents the results of hypothesis testing using the SPSS version 22 program.

Table 4. Hypothesis Test (t-Test)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2,693	13,011		-,207	,838
	MFI	,947	,144	,809	6,599	,000
a. Dependent Variable: Berpikir Kritis						

Based on the table above, it can be seen that the calculation results obtained a t-value of 6.599 and a t-table of 2.069 so that t-value > t-table, then Ha is accepted, namely the Modified Free Inquiry learning model (X) has a positive and significant influence on students' critical thinking skills (Y).

Research Discussion

This research was conducted at SD Negeri 097820 Bah Jambi. The researcher used tests and questionnaires as data collection tools with a total sample of 25 students. The sampling in this study was Saturated Sampling. The purpose of this study was to determine how much influence the use of the Modified Free Inquiry learning model had on students' critical thinking skills in the subject of Science on Energy and Its Changes in class IV of SD Negeri 097820 Bah Jambi.

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The correlation coefficient test of the results of this study shows that the Modified Free Inquiry learning model has a relationship with learning outcomes. This is evident from the Rxy value of 0.809, it can be concluded that there is an influence between the Modified Free Inquiry learning model variable and students' critical thinking skills which have a very strong relationship. Hypothesis Testing The results of the hypothesis test research (t-test) show that the Modified Free Inquiry learning model is one of the learning models that encourages students to be active in learning. Based on the results of the study, it shows that the Modified Free Inquiry learning model has a significant positive influence, this is from the tcount value> ttable of 6.599> 2.069, thus Ha is accepted, namely there is an influence between the Modified Free Inquiry learning model (X) and students' critical thinking skills (Y). Students' critical thinking skills are a success achieved and the abilities possessed by students after learning, both affective, cognitive and psychomotor, which are manifested in the form of numbers obtained through tests given to students after going through the learning process. There is an increase in students' critical thinking as seen from the students' scores after being given treatment, namely the average pretest score is 64.84 and increases in the posttest by 82.80.

From the results of the tests carried out, it shows that the Modified Free Inquiry learning model has an influence on students' critical thinking skills, where the higher the influence of the Modified Free Inquiry learning model, the higher the influence of the critical thinking scores obtained and vice versa, the lower the influence of the Modified Free Inquiry learning model, the lower the critical thinking scores obtained by students.

CONCLUSIONS AND RECOMMENDATION

The conclusion based on the analysis and discussion regarding the influence of the STAD learning model supported by House Game Animal is as follows there is a significant difference in students' learning interest with the STAD (Student Teams Achievement Division) learning model supported by House Game Animal teaching aids. This is proven by the sig value of 0.02 <0.05, which indicates the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). The average value of students' learning interest in the experimental class (85.59) which is significantly higher than the average value obtained by the control class (82.59). Therefore, it can be concluded that there is a significant difference in the quality of learning between the use of the STAD (Student Teams Achievement Division) learning model supported by House Game Animal teaching aids and the STAD (Student Teams Achievement Division) learning model without teaching aids on the learning interest of fourth grade students.

STAD (Student Teams Achievement Division) learning model, supported by House Game Animal teaching aids, has a significant influence on students' learning interest. This is evidenced by the acquisition of a significance value of 0.000 <0.005 and a t-count value of 8.269> t_{table} 2.069. Based on the summary test, the R. Square value is Square = 0.764 = 76.4%. with the conclusion that the STAD (Student Teams Achievement Division) learning model supported by House Game Animal has an influence of 76.4% on students' learning interest. Therefore, it can be concluded that the use of the STAD (Student Teams Achievement Division) learning model supported by House Game Animal teaching aids can provide significant results and contributions in improving and influencing the learning interest of fourth-grade students of SDN Harjosari 01.

Based on the research results and discussions that have been carried out, the researcher has put forward several suggestions, including:

1. For teachers who want to increase students' interest in learning, they should apply the STAD (Student Teams Achievement Division) learning model, supported by House Game Animal teaching aids as one option so that students can be more enthusiastic and excited in learning.
2. Students should be more confident, active and brave in expressing their opinions during learning, and continue to learn to increase their knowledge and seek information from any source to increase their interest in learning both at school and outside of school.

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For researchers who are interested in completing STAD (Student Teams Achievement Division research using House Game Animal teaching aids, they should make thorough preparations so that the research can run as expected and obtain ideal results.

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