ABSTRAK

Zendrato, Suka Adil, 2025, ***Pengaruh Model Pembelajaran Kooperatif Tipe Student Teams Achievement Division Terhadap Hasil Belajar Siswa Pada Materi Memahami Elemen-Elemen Struktur Bangunan.***

Penelitian ini dilatarbelakangi karena penerapan Model pembelajaran kooperatif tipe *Student Teams Achievement Division* belum optimal diterapkan sehingga mempengaruhi hasil belajar siswa Pada Materi Memahami Elemen-Elemen Struktur Bangunan. Penelitian ini bertujuan untuk mengetahui Pengaruh Model Pembelajaran Kooperatif Tipe *Student Teams Achievement Division* Terhadap Hasil Belajar Siswa Pada Materi Memahami Elemen-Elemen Struktur Bangunan.

Peneliti menerapkan pendekatan kuantitatif, yaitu suatu metode yang mengandalkan data numerik dalam proses pengumpulan, analisis, serta penyajian informasi. Pendekatan ini berpijak pada paradigma positivisme, yang berfokus pada pengujian hipotesis dan penjelasan hubungan antar variabel secara objektif, di mana data dianalisis menggunakan teknik statistik guna memperoleh simpulan yang dapat digeneralisasi. Berdasarkan hasil uji regresi linear sederhana diperoleh persamaan regresi sederhana Y = 23,529 + 0,882 X, hal ini dapat diartikan semakin diterapkannya model *Student Teams Achievement Division* semakin naik nilai dari siswa. Berdasarkan pengujian hipotesis hasil perhitungan maka diperoleh nilai dari t_{hitung} = 8,660 > t_{tabel} = 2,179, atau dapat dilihat dari nilai sig. = 0,001 < 0,05. Maka dapat disimpulkan bahwa Ho akan ditolak sedangkan Ha akan diterima jadi dalam penelitian ini terdapat pengaruh positif dan signifikan model STAD (*Student Teams Achievement Division*) terhadap Hasil belajar siswa di kelas X DPIB di SMK Negeri 1 Lotu pada materi Memahami Elemen-Elemen Struktur Bangunan, dengan sumbangan koefisien determinasi sebesar 88,6 % hasil belajar siswa dipengaruhi oleh Model Pembelajaran *Student Teams Achievement Division,* sementara 11,4 % dipengaruhi oleh faktor lain yang tidak dibahas dalam penelitian ini.

Kata Kunci : Model Pembelajaran Student Teams Achievement Division, Hasil Belajar Siswa

ABSTRACT

Zendrato, Suka Adil, 2025, *The Influence of the Student Teams Achievement Division Type Cooperative Learning Model on Student Learning Outcomes in the Material Understanding Building Structure Elements.*

This research is motivated because the implementation of the Student Teams Achievement Division type cooperative learning model has not been optimally implemented so that it affects student learning outcomes in the material Understanding Building Structure Elements. This study aims to determine the Effect of the Student Teams Achievement Division Type Cooperative Learning Model on Student Learning Outcomes in the Material Understanding Building Structure Elements.

The researcher applied a quantitative approach, which is a method that relies on numerical data in the process of collecting, analyzing, and presenting information. This approach is based on the positivism paradigm, which focuses on testing hypotheses and explaining relationships between variables objectively, where data is analyzed using statistical techniques to obtain conclusions that can be generalized. Based on the results of the simple linear regression test, a simple regression equation Y = 23.529 + 0.882 X was obtained, this can be interpreted that the more the Student Teams Achievement Division model is applied, the higher the student's grades. Based on the hypothesis test, the calculation results obtained a value of t count = 8.660> ttabel = 2.179, or can be seen from the sig. value. = 0.001 <0.05. So it can be concluded that Ho will be rejected while Ha will be accepted so in this study there is a positive and significant influence of the STAD (Student Teams Achievement Division) model on student learning outcomes in class X DPIB at SMK Negeri 1 Lotu on the material Understanding Building Structure Elements, with a contribution of a determination coefficient of 88.6% of student learning outcomes influenced by the Student Teams Achievement Division Learning Model, while 11.4% is influenced by other factors not discussed in this study.

Keywords: Student Teams Achievement Division Learning Model, Student Learning Outcomes