

ABSTRAK

**PENGARUH MODEL PEMBELAJARAN KOOPERATIF : METODE
STUDENT TEAMS ACHIEVEMENT DIVISION TERHADAP
PENGETAHUAN DAN SIKAP ANAK SEKOLAH DASAR MENGENAI
PERILAKU *BULLYING***

Penelitian *pra-experimental (one group pra-post test design)*

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Bullying adalah perilaku agresif dan negatif dalam lingkungan sosial yang dilakukan secara sengaja dan berulang. Kejadian *bullying* yang berulang dikarenakan rendahnya pengetahuan tentang *bullying* dan sikap masyarakat yang menganggap remeh perilaku ini. Tujuan dari penelitian ini adalah untuk menganalisis pengaruh metode pembelajaran *Student Teams Achievement Division* (STAD) terhadap pengetahuan dan sikap anak sekolah dasar tentang perilaku *bullying*. metode penelitian ini adalah penelitian *pra-experimental (one group pra-post test design)*. Populasinya adalah siswa kelas 4 dan 5 di SDN Ngampel 3 Papar Kediri. Didapatkan sampel sebanyak 31 responden dengan tehnik *purposie sampling*. Variabel independen dalam penelitian ini adalah metode pembelajaran STAD. Variabel dependennya adalah pengetahuan dan sikap. Alat ukurnya menggunakan kuesioner dengan analisa data menggunakan uji statistic *Wilcoxon signed rank test* dengan signifikasi $p < 0.05$. Hasil penelitian menunjukkan nilai p untuk pengetahuan adalah $p = 0.000$ ($p < 0.05$) dan nilai p untuk sikap adalah $p = 1.000$ ($p > 0.05$). Kesimpulannya adalah ada pengaruh pembelajaran kooperatif STAD terhadap pengetahuan anak usia sekolah mengenai *bullying* di SDN Ngampel 3 Papar Kediri, sedangkan untuk sikapnya tidak ada pengaruh pembelajaran kooperatif STAD terhadap sikap anak usia sekolah mengenai *bullying* di SDN Ngampel 3 Papar Kediri.

Kata kunci. *Bullying, Student Teams Achievement Division* (STAD), anak usia sekolah, pengetahuan dan sikap.

ABSTRACT

THE EFFECT OF COOPERATIVE LEARNING MODEL: STUDENT TEAMS ACHIEVEMENT DIVISION METHOD ON KNOWLEDGE AND ATTITUDES TO PRIMARY SCHOOL STUDENTS TOWARDS BULLYING BEHAVIOR

Pre-experimental studies (one-group pre-post test design)

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Bullying is aggressive and negative behavior in a social environment that is committed intentionally and repeatedly. Repeated bullying incident happens due to lack of knowledge about bullying and attitude of people who assume that bullying is a behavior that should not have to be fixed. The purpose of this study was to analyze the effect of the learning model with Student Teams Achievement Division (STAD) method on knowledge and attitudes of primary school students towards bullying behavior. This study was a pre-experimental study (one-group pre-post test design). The population was the 4th and 5th grade students at Ngampel 3 Primary School Papar Kediri. The sample of this study was 31 respondents with purposive sampling technique. The independent variable in this study was the learning model with STAD method. The dependent variable were knowledge and attitude. The instrument in this study was questionnaire. The data was analyzed using statistical tests Wilcoxon Signed Rank Test with significance of $p < 0.05$. The Wilcoxon Signed Rank Test showed that the p -value for knowledge was $p = 0.000$ ($p < 0.05$) and the p -value for the attitude was $p = 1.000$ ($p > 0.05$). The result of this study showed that cooperative learning model with STAD method can improve knowledge to primary school students towards bullying behavior at Ngampel 3 Primary School Papar Kediri, but there is no effect of cooperative learning model with STAD method on attitude towards primary school students towards bullying at Ngampel 3 Primary School Papar Kediri.

Keywords. *Bullying, Student Teams Achievement Division (STAD), primary school students, knowledge and attitudes.*