

Application of the STAD-Type Cooperative Learning Model Assisted by Wordwall to Improve Indonesian Language Learning Outcomes of Grade V Students at SD Negeri Lasoani



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ABSTRACT: This research aims to improve student learning outcomes by applying a STAD-type cooperative learning model with the help of wordwall applications in Indonesian learning. The type of research used is Classroom Action Research using a spiral model developed by Kemmis and Mc Taggart which consists of four steps, namely: (1) Planning, (2) Implementation, (3) Observation, (4) Reflection. The subjects in this study were grade V students of Lasoani State Elementary School with a total of 25 students consisting of 11 male students and 14 female students. The data collection techniques used are test and non-test techniques. For test data collection techniques, it is a multiple-choice (PG) question while non-test data collection is interviews, documentation, and observation of teacher and student activities. Student learning outcomes in the pre-action initial test with a KKM score of 70 were obtained with classical learning completeness of 28% with a classical absorption percentage of 53.2%, showing that student learning outcomes are still lacking so that they have not reached the KKM score. In cycle 1, the results of classical learning completeness were obtained of 64% with a percentage of classical absorption of 69.2%. This shows that student learning outcomes have not reached KKM scores and are categorized as sufficient. For cycle 2, student learning outcomes with 100% classical learning completeness were obtained with the highest number of student scores of 100 and the number of lowest student scores of 60 so that the number of students who completed 25 students increased and was said to have completed the KKM score and was categorized as good. Based on the learning results that have been explained, it can be concluded that the application of the STAD-type cooperative learning model with the help of a wordwall application can improve student learning outcomes in Indonesian learning for grade V students of SD Negeri Lasoani.

KEYWORDS: STAD Type Cooperative Learning Model, Learning Outcomes, Indonesian.

INTRODUCTION

In the education system, the success of learning is the main goal to be achieved. One of the indicators of success is the increase in student learning outcomes. However, the reality is that there are still many schools that face the problem of low learning outcomes. According to Harefa (2020), learning outcomes are influenced by two main factors, namely the extent to which students understand the material being taught and the extent to which the teacher masters the material. Therefore, learning outcomes are not solely in the form of numbers or grades, but reflect students' understanding of the learning material. If students are able to achieve good learning outcomes, then the learning process will run more effectively. For this reason, teachers are required to be able to create an effective learning atmosphere to encourage optimal student success. One of the important subjects in elementary schools is Indonesian, which plays a role in developing students' language skills (Ali, 2020). Indonesian language learning is very important and is taught at all levels of education, especially at the elementary school level. One of the causes of the low quality of education, especially at the elementary school level, is the low learning outcomes of students in Indonesian subjects. In general, learning still uses a conventional model and teachers have not utilized technology optimally, thus affecting student motivation and achievement. The lack of creativity of teachers in creating an interesting learning atmosphere often makes students feel bored and less interested in the lesson (Melinda & Purnomo, 2022). Therefore, teachers are expected to be able to apply varied learning methods and utilize interactive technological media to make learning more meaningful and fun.

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Handayani & Subakti (2020), stated that learning outcomes are the development experienced by students after participating in the teaching and learning process. Teachers need to understand the conditions that support the achievement of learning goals, including the selection of the right learning models and media so that students can learn effectively. Based on the results of observations and interviews conducted by researchers with grade V teachers of SD Negeri Lasoani Palu on August 27, 2024, problems were found in Indonesian learning, namely the lack of students' concentration when participating in learning. Many students are easily distracted, bored, and end up playing when the teacher delivers the material. This has an impact on students' low understanding of the material and learning outcomes that are not optimal. One of the main reasons is the lack of variety of learning models used by teachers. There are still many teachers who only use lecture methods and assign assignments without actively involving students. In addition, the learning media used is not interesting and interactive enough so that students lose interest in learning.

One of the effective learning models to improve student learning outcomes and engagement is the Student Teams Achievement Division (STAD) type cooperative learning model. This model divides students into small, heterogeneous groups based on ability, gender, and background, where they work together to complete assignments or discuss material (Eriza & Selaras, 2023). After that, the teacher provides an evaluation in the form of an individual quiz to measure students' understanding of the material that has been discussed (Abrori & Sumadi, 2023). To support the implementation of the STAD model, interesting learning media is needed. One of them is the Wordwall application, which is a quiz-based interactive learning media that can be accessed via the internet. This application is suitable for use in various subjects, including Indonesian (Adabiah & Chandra, 2024). Wordwall allows teachers to create interesting games or quizzes, thereby increasing students' interest and enthusiasm in learning (Adabiah & Chandra, 2024). Despite some limitations to the free version, the app is still easy to use and very helpful in the learning evaluation process. Wordwall can be played individually or guided by the teacher in the classroom. The created quizzes can be shared via WhatsApp, Google Classroom, or email, and can also be printed in PDF format for students with network constraints (Sitohang et al., 2024). Thus, the use of the Wordwall application can be one of the effective learning media alternatives to improve student learning outcomes. Based on the description above, the researcher is interested in studying The Application of the STAD Type Cooperative Learning Model Assisted by the Wordwall Application to Improve Student Learning Outcomes in Indonesian Language Learning for Grade V Students of SD Negeri Lasoani.

LITERATURE REVIEW

According to Mukhbita & Maknun (2024), it states that the Cooperative learning model is a learning model that aims to involve students in group discussions so that students can interact with other students. And in this method, the student has his own responsibility and that of his group mates to complete the assigned task. According to Putri et al. (2024), it is stated that the Cooperative learning model is a learning method by dividing students into groups. With the aim that students can discuss with their group friends, by conveying students' ideas more comfortably than their teachers.

According to Syafitri (2023), states that the STAD-type cooperative learning model is a learning model that is formed in groups for discussions with the aim of encouraging students to help each other with their peers in solving problems and achieving learning goals together. This STAD-type cooperative learning model is more widely used in learning, especially in Indonesian learning. According to Hermayanti et al. (2023), it is stated that the STAD-type Cooperative learning model is a learning model that can encourage students to discuss by exchanging opinions and interacting with their group friends and help in understanding the content of the problem material so as to achieve the best results. Based on the description above, the researcher concluded that the STAD type cooperative learning model is that students are trained to help each other in groups and be responsible for the tasks given by the teacher. When doing cooperation, each student will receive an assignment and will be responsible for completing the task well so that by doing cooperation they will get good grades.

According to Lubis & Nuriadin (2022), it is stated that wordwall media is a web-based application that is used as a medium for assessment in the learning process. The app provides a variety of templates that can be filled with materials or used to design learning questions. Wordwall allows you to present questions or materials in various forms, such as matchmaking, grouping, or answering essays. Imanulhaq & Prastowo (2022), stated that the Wordwall application is an application that functions as a means of learning, learning references, and assessment tools that can be used by teachers and students. Based on some opinions about the meaning of Wordwall media above, it can be concluded that wordwall media is a media that is used to test students' abilities to what extent with the material that has been studied and this learning media is varied and interesting so that students will be more enthusiastic and this learning media is very suitable for use in making questions or questions so that students will be more enthusiastic about learning.

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Learning outcomes are the extent to which students understand certain objectives in each part of learning, or the extent to which students achieve the general objectives of teaching (Q. A. Putri et al., 2024). According to Desiana et al. (2021), it is stated that learning outcomes are an indicator of learning success. The better the results, the more successful the learning will be. According to Harefa (2023), it states that learning outcomes are how well students understand the objectives in each part of learning, or the extent to which the teaching goals are achieved. Based on the definition above, the researcher can conclude that the learning outcome is to achieve student success in learning, the teacher provides evaluation to the student effectively and the teacher must understand the characteristics of the students according to the student's learning ability so that the learning goals are achieved.

Indonesian subjects are learning that aims to train students to have good Indonesian language skills in accordance with their functions and goals Magdalena et al. (2023). According to Alfin (2018), it is stated that Indonesian learning is a process of interaction between students and learning resources in an environment designed to provide knowledge and improve students' four language skills. Based on the above opinion, it can be concluded that the definition of Indonesian learning is learning that aims to hone Indonesian language skills properly and correctly according to its purpose and function. This process occurs through interaction between students and learning resources in an environment designed to impart knowledge and enhance students' four languages.

RESEARCH METHODS

This study uses the Classroom Action Research (CAR) approach which aims to improve student learning outcomes through the application of the STAD-type Cooperative learning model assisted by the Wordwall application. The research design refers to the spiral model from Kemmis and McTaggart, which consists of four main stages, namely: planning, acting, observing, and reflecting. This research was carried out in two cycles, where each cycle contains similar stages. If the results in the first cycle have not shown significant improvement, then it will be continued to the second cycle as a form of improvement. The research was carried out at Lasoan State Elementary School, which is located on Jl. Mantikulore No. 5C, Lasoan Village, Mantikulore District, Palu City, Central Sulawesi. The time for the research is in the even semester of the 2024/2025 school year, and is adjusted to the school's academic calendar. The subjects of the study were 25 students in class V, consisting of 11 male students and 14 female students.

The research procedure was carried out in two cycles. The first stage begins with planning, which is to make initial observations of classroom conditions and prepare learning tools, including teaching materials, modules with a STAD approach, Student Worksheets (LKPD), evaluation questions in the form of quizzes with Wordwall applications, and observation sheets for teachers and students. The next stage is the implementation of actions, where the researcher implements learning using the STAD model which includes the formation of heterogeneous groups, group discussions, student guidance, individual evaluation through Wordwall, and awarding to the best group. At the observation stage, the researcher recorded the activities of teachers and students during the learning process. Finally, the reflection stage is carried out to analyze the effectiveness of the action and determine whether improvements need to be made in the next cycle.

The types of data collected in this study include quantitative and qualitative data. Quantitative data was obtained from the results of multiple-choice tests given to students through the Wordwall application, while qualitative data was obtained from observations of teacher and student activities, interviews with classroom teachers, and photo and video documentation during the learning process. The data sources are divided into primary data obtained directly from learning activities and student learning outcomes, as well as secondary data from teacher interviews and other supporting documents.

The data collection techniques used include test and non-test techniques. The test is used to evaluate student learning outcomes through multiple-choice questions based on the Wordwall application, which reflects students' understanding of the material that has been taught. Non-test techniques include observation, interviews, and documentation. Observations are carried out to record directly the behavior of teachers and students in learning activities. The interviews were conducted to gather information from classroom teachers about the constraints and effectiveness of learning. Documentation is used as visual or audio evidence that supports the validity of the data. In processing the data, the researcher uses quantitative and qualitative analysis techniques. Quantitative data analysis was carried out by calculating the average score and percentage of student learning completeness, both individually and classically. The formula used to calculate the Individual Absorption Percentage (PDSI) is as follows:

$$PDSI = \frac{\text{Total scores obtained}}{\text{Maximum score}} \times 100$$

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A student is said to be complete individually if the PDSI score reaches $\geq 70\%$. Meanwhile, to find out the success rate of classical learning, the following formula for Classical Learning Completeness (KBSI) is used:

$$KBSI = \frac{\text{Number of Students Completed}}{\text{Total Number of Students}} \times 100$$

The class is said to be completed classically if $\geq 75\%$ of students achieve KKM scores. In addition, to calculate the Classical Average Score Percentage, the formula is used:

$$PNR = \frac{\text{Total Scores of All Students}}{\text{maximum test score}} \times 100$$

Quantitative data was also analyzed using the Minimum Completeness Criteria (KKM) category as follows:

Table of Categories of minimum completeness criteria (MOH)

Criterion	Criterion
≥ 70	Compete
< 70	Incomplete

Meanwhile, learning outcome assessment scores are grouped based on the following categories:

Scoring score table

Value	Category	Shoes
$90 < SB \leq 100$	Excellent	5
$80 < B \leq 90$	Good	4
$70 < C \leq 80$	Enough	3
$60 < K \leq 70$	Less	2
< 60	Very Less	1

For qualitative data, the observation results of teachers and students were analyzed using the formula:

$$\text{Percentage of Average Scores} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

The interpretation of the average score of observations also refers to the same qualitative score table as in the quantitative assessment. The success indicators in this study are determined based on three aspects, namely: (1) student learning outcomes in Indonesian learning achieve a minimum KKM score of 70, (2) teachers' activities in implementing the STAD model with the help of Wordwall are in the "good" category, and (3) student activities during the learning process show increased active involvement in each cycle.

RESULT

This research was carried out in two cycles with two meetings each. The goal is to improve the Indonesian learning outcomes of grade V students of SD Negeri Lasoani through the application of a STAD-type cooperative learning model assisted by Wordwall interactive learning media. Data was obtained through observation, learning outcome tests, and documentation during the learning process.

Pre-Action Results

Before the learning action was carried out, the researcher gave the initial test to 25 students to find out their level of understanding of the material. The results showed that only 7 students (28%) achieved the Minimum Completeness Criteria (KKM), which was a score of ≥ 70 , while 18 students (72%) had not achieved completeness. The average classical absorption is 53.2%. These results indicate that the learning approach used previously has not been able to facilitate student understanding optimally.

Pre-action results table

Category	Number of Students	Percentage
Finished (≥ 70)	7	28%
Incomplete (< 70)	18	72%
Average Absorbency	-	53, 2%

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Implementation of Cycle I

The first cycle was carried out using "advertising" materials. The learning process is carried out in groups by applying the steps of the STAD model. Students were divided into groups, accompanied in discussions using LKPD, listening to learning videos, creating advertising products creatively, and taking evaluation quizzes using the Wordwall application. Based on the results of observations, teachers' activities during learning in the first cycle of the first meeting were considered sufficient, with a score of 102 out of a total of 145 or 70.34%. Some aspects that are not optimal include the delivery of motivation, group guidance, and explanations in the use of Wordwall. Meanwhile, student activities are still classified as less active, with a score of 92 out of 145 or around 63.44%. Students look not fully focused and confident when doing group assignments and evaluation quizzes. The results of the learning test at the end of cycle I showed an improvement compared to pre-action. A total of 15 students (60%) were declared complete, while 10 students (40%) still did not achieve KKM scores. Classical absorption also rose to 68.4%. Despite progress, this result has not reached the classical minimum completeness target ($\geq 75\%$), so improvements need to be made in the next cycle.

Cycle I results table

Aspects	Shoes	Percentage	Category
Teacher Activities	102/145	70,34%	Enough
Student Activities	92/145	63,44%	Less
Students Complete Learning	15 students	60%	Not Finished Classical
Classical Absorbency	-	68,4%	

Reflection Cycle I

Some important findings include the lack of perception and motivation given by teachers at the beginning of learning, unclear explanations of LKPD work steps, and lack of assistance when students make advertisements or do Wordwall quizzes. In addition, students are also considered less active in asking questions and do not understand the optimal use of the application. Based on these findings, learning strategies were improved in cycle II.

Implementation of Cycle II

In cycle II, the researcher continued the action with a new material, namely "electronic mail". The learning steps still use the STAD model but improvements are made in the delivery of goals, motivation, group management, and the use of Wordwall. Students are invited to create products in the form of electronic mail in visual form using cardboard, and explore the Wordwall feature in a more interactive way. The improvements made have yielded significant results. Teacher activity in the second cycle of the first meeting increased to 128 from 145 or 88.27%, and in the second meeting it rose again to 133 from 145 or 91.72%, both in the "very good" category. Student activities also show progress. In the first meeting, the observation score reached 126 out of 145 or 86.89%, indicating that students became more enthusiastic, orderly, and confident during the learning process. The results of the learning evaluation at the end of cycle II showed a very satisfactory improvement. A total of 22 students (88%) managed to achieve the KKM, while only 3 students (12%) have not completed it. Classical absorption also increased to 82.4%, exceeding the set completeness limit.

Cycle II results table

Aspects	Shoes	Percentage	Category
Teacher Activities (P2)	133/145	91,72%	Excellent
Student Activities (P2)	126/145	86,89%	Excellent
Students Complete Learning	22 siswa	88%	Complete
Classical Absorbency	-	82,4%	

Comparisons between stages show clear progress from pre-action to cycle II. The following is a summary of student learning outcomes:

Comparison table of learning outcome improvement

Phase	Completed Students	Percentage	Completed	Classical Absorbency
Pre-Actions	7 students	28%	53	2%
Cycle I	15 students	60%	68	4%
Cycle II	22 students	88%	82	4%

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From the above results, it can be concluded that the application of the STAD-type cooperative learning model combined with the Wordwall application is gradually able to increase teacher activities, student involvement, and student learning outcomes. Wordwall media contributes to creating a fun and interactive learning atmosphere, as well as helping students to better understand the subject matter through engaging quizzes.

DISCUSSION

The results of the study showed that the application of the STAD-type cooperative learning model supported by the Wordwall application was able to significantly improve the Indonesian learning outcomes of grade V students of SD Negeri Lasoani. The learning process carried out over two cycles showed a consistent improvement, both in terms of learning outcomes, teacher activities, and student involvement. In the pre-action stage, most students have not reached the Minimum Completeness Criteria (KKM). Only 28% of students are complete, and classical absorption has only reached 53.2%. This strengthens the findings of Harefa (2020), which states that low student learning outcomes are caused by students' lack of understanding of the material and teachers' limitations in managing learning optimally. In addition, the methods used earlier tend to be one-way and less actively involve students. The implementation of the STAD model began to be carried out in cycle I. Although there was an increase to 60% of students who completed, the results did not meet the set classical success indicator, which was at least 75%. The activities of teachers and students are still not optimal. Teachers are still lacking in providing motivation, guiding groups, and explaining the use of Wordwall as a whole. On the other hand, students still seem passive, not confident in discussing, and have difficulty following learning steps. This finding is in line with the opinion of Melinda (2022), who states that students tend to get bored quickly and not focus if learning is not supported by an interesting and participatory approach. Through the reflection carried out, various improvements were designed and implemented in cycle II. Teachers begin to convey learning objectives clearly, provide motivation through examples that are close to students' lives, and guide students more actively in completing LKPD and Wordwall quizzes. In addition, the learning media used, namely videos and Wordwall, help students understand the material visually and contextually.

The STAD model itself provides space for students to learn cooperatively in small, heterogeneous groups. In groups, students help each other and are responsible for the understanding of the material by all members. This is in accordance with what is stated by Eriza & Selaras (2023), that the STAD model can build cooperation and increase student involvement in learning. In addition, according to Abrori & Sumadi (2023), individual evaluation in the STAD model also encourages students to make personal efforts to understand the material well. The most striking increase occurred in cycle II, where student learning outcomes reached 88% completeness, and classical absorption reached 82.4%. The activities of teachers and students also increased to the "very good" category. This shows that the combination of the STAD model with digital media such as Wordwall has a positive impact on the learning process and outcomes.

Wordwall as an interactive medium plays an important role in a fun and not boring evaluation process. This application makes it easier for teachers to create game-based quizzes, and makes it easier for students to answer questions directly, visually, and interactively. As stated by Adabiah & Chandra (2024), Wordwall is able to increase students' motivation to learn through an attractive display and easy access. Plus, according to him, the use of Wordwall makes students more interested and actively participate because the evaluation format feels like a game, not an ordinary exam. In addition, the results of this study also confirm the importance of the role of teachers in creating effective learning. Handayani & Subakti (2020), stated that the success of student learning is greatly influenced by the teacher's ability to deliver material and create a supportive learning environment. In the context of this research, teachers not only deliver material, but also become facilitators who guide students, organize group dynamics, and create a fun learning atmosphere.

Overall, it can be concluded that the application of the Wordwall-assisted STAD model is not only effective in improving learning outcomes, but also able to form more active, creative, and meaningful learning. Students become more confident, engaged in learning, and able to work together productively. This success shows that the combination of cooperative learning models and digital media is a relevant and appropriate strategy to answer today's learning challenges.

CONCLUSION

This study shows that the application of a STAD-type cooperative learning model combined with the Wordwall application can have a positive impact on student learning outcomes. Through the two learning cycles that have been implemented, there has been a significant improvement, both in learning completeness, student activity, and the role of teachers in managing the classroom. Before the action was taken, only a small percentage of students achieved KKM scores. However, after learning was

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carried out by applying the STAD model and using Wordwall as an evaluation medium, the number of students who completed it gradually increased. In the first cycle, student learning outcomes began to show improvement, although there were still some shortcomings that needed to be fixed. After improvements were made in the second cycle, the results were much better—the majority of students achieved completeness, the classroom atmosphere became more lively, and students looked more confident and enthusiastic about learning. The STAD model has been proven to help students learn in groups, support each other, and take responsibility for joint tasks. Meanwhile, Wordwall is able to make the evaluation process more fun and not boring. These two approaches complement each other and create a learning atmosphere that is more active, engaging, and easy for students to understand. Overall, the application of a STAD-type cooperative learning model assisted by Wordwall can be an effective alternative to improve Indonesian learning outcomes. This strategy not only increases student grades, but also shapes a more meaningful and enjoyable learning experience in the classroom.

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