

# Student Egocentric Control through the Student Team Achievement Division Design

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## Student Egocentric Control through the Student Team Achievement Division Design

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### Abstract

The purpose of this study was to find out how to apply the STAD cooperative learning model as an effort to control the egocentricity of early age students (5-7 years). This research uses a qualitative approach with a case study type. The research location was in Raudhatul Athfal Khoiriyah, Bulang Village, Gending District and the research subjects were conducted in class B students. The data collection techniques used were observation, interviews with 4 informants, namely the principal, and two class teachers, and documentation. The data analysis model with the interactive analysis model from Miles and Huberman includes the steps of data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that the Student Teams-Achievement Divisions (STAD) learning model is able to control student egocentricity in group work for making mini wall magazine. The teacher's efforts in applying the STAD model are by presenting information, goals and motivation, organizing students into heterogeneous groups, evaluating learning outcomes, and giving awards to students. This is what makes the STAD learning model able to make student learning concepts active, free to be creative, free from narcissism-individualism, active in interactions, and active in respecting each individual opinion in class.

**Keywords:** Egocentric, Mini Wall Magazine, Student Team Achievement Division Model

### Abstrak

Tujuan penelitian ini untuk mengetahui bagaimana penerapan model pembelajaran kooperatif STAD sebagai upaya mengontrol egosentris siswa usia dini (5-7 tahun). Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Lokasi penelitian di Raudhatul Athfal Khoiriyah Desa Bulang Kecamatan Gending dan subjek penelitiannya dilakukan pada siswa kelas B. Teknik pengumpulan data yang dipakai yaitu observasi, wawancara kepada 4 informan yakni kepala sekolah, dua guru kelas, dan dokumentasi. Model analisis data dengan model analisis interaktif dari Miles dan Huberman meliputi langkah pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan model pembelajaran Student Teams-Achievement Divisions (STAD) mampu mengontrol egosentris siswa dalam kerja kelompok pembuatan mini-mading. Upaya guru dalam menerapkan model STAD ini dengan menyajikan informasi, tujuan serta motivasi, mengorganisasikan siswa menjadi beberapa kelompok heterogen, mengevaluasi hasil belajar, serta memberi penghargaan kepada siswa. Hal ini yang menjadikan model pembelajaran STAD ini bisa membuat konsep belajar siswa aktif, bebas berkreasi, bebas dari sikap narsisme-individualis, aktif berinteraksi, dan aktif dalam menghargai setiap pendapat individu dalam kelas.

**Kata Kunci:** egosentris, mini mading, model student team achievement division

## INTRODUCTION

Education is a form of effort that can be done to be able to change behavior in such a way that it becomes the desired behavior in general. Every child usually has to experience and undergo a long learning process before he can live according to the ways of life in society (Sodik, 2020). In education there are many models for educating children to make good and competent individuals in various fields. Starting from a learning activity in the classroom and outside the classroom, students are expected to be able to maximize the abilities and personality that they have well (Kusuma & Abduh, 2021). In achieving educational goals, you must never be separated from various kinds of learning problems, especially in dealing with various forms of student behavior (Simangunsong, 2021).

Two general forms of social behavior are patterns of social behavior (cooperation, competition, generosity, social acceptance, sympathy, empathy, friendliness, selflessness, and imitation) and patterns of behavior that are not social. In social behavior patterns, it is stated that from an early age, children have a desire for social acceptance. Children have awareness if they are accepted or not in society (Lestari & Pratiwi, 2018). They can feel how other people treat them or see how others treat them. Just as when playing with peers, children tend to choose friends who make them comfortable so that groups are formed in one class (Nissa & Masturah, 2019).

One pattern of behavior that appears as an unsocial form in childhood is egocentrism. Egocentrism is the inability to distinguish one's own point of view and that of others. The two components of egocentrism are *imaginary audience* and *personal fable*. Egocentrism behavior that is arbitrary and unable to work together will result in other people not liking or hating and even distancing themselves (Fauzi, 2018).

With these many changes, it also causes many effects caused by students or students. One of them is that students feel less sensitive to their environment (Ramanda & Khairat, 2017). Students feel less concerned and selfish about what is around them because of the changes in the new school. Students usually also feel cool with their new friends (Utami, 2020). One thing that must be owned by individuals, including students, is to have a sense of caring, but only a few students have concern for the state of their environment and prefer to be indifferent (Hasyim, 2019).

This is proven by the existence of small group assignments for elementary students at RA Khoiriyah Bulang-Gending. When there are 24 students in the class and there are 4 students in each group, there are often students in each small group who just stay silent as if they are resigned to what is there without participating in thinking or contributing their ideas to the group. There are some students who experience problems in their beliefs and social skills. These troubled students really feel less concerned about their group, feel that everything they do is done on their own will not because of or because of other people and feel resigned to the existing situation. This is reinforced by the behavior of students who like individually, do not pay attention to the condition of their friends around them, and there are even students who do not care what their classmates are doing. Children at this age tend to be comfortable with things they only like and avoid things that don't please them. So it's no doubt that they still prioritize unstable emotional and egocentric responses.

In general, the emergence of egocentrism behavior is caused by the existence of feelings that exist within the student. He feels that he can solve everything individually without any interference from others. In addition, the cause of the emergence of this egocentric behavior is students who do not want to be burdened by thinking about other people. Sometimes there are also students who think that having friends actually makes the task not finished immediately and not according to their wishes. But there are also students who feel pressured by the division of tasks in groups, and there are also those who think that their work is not valued.

According to Dwi & Zulaeha (2017), in order to be able to participate in a wider society, children need to have strong provisions so they can adapt properly and correctly. Adjustment

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is also one of the important requirements for the creation of good social relations. In addition, support from the environment is needed by children, such as encouragement, attention, appreciation, assistance and affection, which makes them think that they feel loved, cared for, and valued by others. Afinda et al. (2019) stated if an individual is accepted and appreciated positively, then the individual tends to develop a positive attitude towards himself and accepts and respects himself more. So that children will get used to and be able to learn to live independently in the midst of the wider community in harmony.

This phenomenon gave rise to the teacher's initiative as class manager as well as the driving force for choosing learning model that can hone students' skills. One of the efforts made to overcome this is to apply the *Student Teams-Achievement Divisions (STAD)* learning model with this model students are expected to be able to think critically (Pandiangan, 2021). STAD is a type of cooperative learning model which consists of heterogeneous study groups consisting of 4-5 students and each student works together, discusses completing assignments and understands the lesson material provided (Ningsih et al., 2020). The use of learning models certainly requires learning media to assist teachers in delivering learning material so that the objectives of learning material can be conveyed properly (Rahmatika, 2019). Widiyarto (2017), stated media is a technique used to identify communication between teachers and students in the process of education and learning in schools. With the existence of the media, it will also be a driving force for student creativity in channeling the material they catch from a teacher. Media that can be made in groups and as a social driving medium for students is a *wall magazine*. The purpose of forming a group is so that students are able to have dynamic relationships between group members, have the will to do better, have the ability to be more independent than before and exchange experiences to reduce egocentrism. For this reason, the provision of the STAD learning model will foster the determinants of students' social control.

Hakim (2018) explained the effectiveness of the STAD model in his research which showed an increase in students' interpersonal skills could be seen from the increase in the three indicators of interpersonal intelligence used at each stage. This learning uses small groups so that students can work together to maximize their own and other people's learning, so that it can encourage students to increase social sensitivity, social understanding, and social communication to the fullest. Based on data analysis conducted by Rahmatika (2019) explaining the calculations using SPSS 22 with the results: 1) There is a significant influence of the *Student method Teams Achievement Division (STAD)* on writing skills. 2) There is no effect of sentence structure on narrative writing skills. 3). There is no effect of the STAD method and understanding sentence structure collectively towards narrative writing skills. Anggraini et al. (2018) in her research also stated that the STAD type cooperative learning model is learning that requires students to use and train their intellectuals, thereby training students to improve their thinking skills. This STAD model also requires students to play an active role in compiling their own knowledge. In the end, this drafting process will improve their critical thinking skills. Therefore, this type of STAD cooperative learning is very suitable to be used to determine students' abilities in mastering concepts.

These findings are interesting for researchers who emphasize the differences with this study. This research is the only research that focuses on kindergarten students with teacher initiatives that apply the STAD learning model for them. As is well known, young students are not easy to practice critically on the information they find. However, the teacher's initiative and creativity in applying the STAD learning model is a novelty in that this cooperative model will help hone students' critical thinking skills from an early age. Not only in terms of the learning model that is applied as easily as possible for the teacher to accept, this research will present learning media that can be a form of student understanding of the information conveyed by the teacher.

Based on the explanation above, the researcher wants to find out how the application of learning using the STAD cooperative model is an effort to determine the teacher's control over the egocentricity of RA Khoiriyah, Bulang Village, Gending District students from an early age

(5-7 years). It is hoped that in addition to learning that can be more meaningful, students' interpersonal, emotional, and social intelligence can also increase. This research will also become a scientific treasure in an effort to shape student behavior and attitudes well maintained at school.

## RESEARCH METHODS

This research uses a qualitative approach with a case study type. The location of this research was at RA Khoiriyah, Bulang Village, Gending District and the research subjects were conducted in class B students, totaling 24 students. The selection of research subjects was based on a purposive sampling technique where grade B students were directed to have a personality with character before continuing their education further. The data collection technique used was observation, interviews with 3 informants, namely two class teachers (key informants), the school principal, two class teachers, and two students and documentation studies. The data analysis model used is an interactive analysis model from Miles and Huberman which consists of the steps of data collection, data reduction, data presentation, and drawing conclusions. Meanwhile, data validation measurements were carried out using source triangulation techniques.

## RESULTS AND DISCUSSION

The student teams achievement division (STAD) model can actually be used for all levels of education. STAD is a type of cooperative learning model which consists of heterogeneous study groups where each student is required to work together, discuss in completing assignments, understand the subject matter provided together, and interact socially with friends. By using the STAD type cooperative learning model, it is expected that students can understand the material being taught so that it can influence students' critical thinking abilities from an early age. But for elementary-aged children at the Kindergarten education level, the character formation of students who are able to socialize and interact with their friends can be well implemented if assisted with learning media.

Learning media is a form of students understanding the material, the meaning of a learning concept and socializing with their environment. Making mini wall magazines can be used to train students to be creative in thinking, imagining, and controlling their emotions when faced with groups with their friends to do something. The learning model combined with the use of learning media, leads to student behavior in the latent phase (5-11 years) can control two egocentric aspects (imaginary audience and personal stories) in learning. Dwi & Zulaeha (2017) stated these two egocentric aspects that really need to be avoided in the formation of emotional character and a sense of empathy for students. The two egocentric aspects show (1) children who cannot voice their opinions because they lack self-confidence, are lazy, and are embarrassed. (2) children who tend to force others to listen to their opinions, ideas and decisions. (3) prioritizing personal interests over common interests.

This concern was dismissed by RA Khoiriyah, Bulang Village, Gending District, as a Kindergarten educational institution that applies the STAD learning model from an early age by supporting student learning by making mini wall magazines according to their understanding and learning experience. With the rise of contextual learning in the current era and the demand for students to be more active in the learning process, mini wall magazines are an alternative for implementing a learning process that emphasizes creativity from students according to their interests and talents. The mini wall magazine is a vehicle for applying students' abilities, especially in the field of writing. The writings on the wall magazine are generally a form of students' understanding of the teaching materials that students get from teacher teaching. So RA Khoiriyah's initiative made the STAD learning model by requiring students to make mini wall magazine not only able to create and improve students' writing talents, but also train students to control their emotions and selfishness to collaborate and interact well with their group mates.

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According to Wulandari (2022), the teacher's phases in STAD (*student teams achievement division*) cooperative learning include: phase 1, conveying goals and motivating students 3 achieve in the lesson. Phase 2, presenting/conveying information by demonstrating or through reading materials. Phase 3, organizing students into study groups by explaining how to form study groups and helping each 3 group to make the transition efficiently. Phase 4, 3 guiding groups to work and learn when they do their assignments. Phase 5, evaluation of learning outcomes regarding the material that has been taught or each group presenting their work. Phase 6, giving rewards by looking for ways to reward both individual and group learning efforts and outcomes. Setiawan (2017) stated that this learning model was developed to be able to avoid student egocentricity from an early age such as narcissism, individualism, and low self-regulation. To ensure the teacher's efforts to control student egocentricity through the STAD learning model by asking students to make mini wall magazines, the following is an explanation.

### Presenting Information, Goals, and Motivation as Control of Student Narcissism

The basic thing that is used as the goal of this learning model is the attitude of students who are able to position all the people around them as important components and it is not good to prioritize self-will excessively. The first teacher's tip is to present material that is in accordance with the school curriculum or theme regarding commemoration of certain dates or dates. As on November 10, 2022, the teacher has encouraged students to be able to recognize heroes around them, and has illustrated the important role of heroes who have contributed to the nation and state.

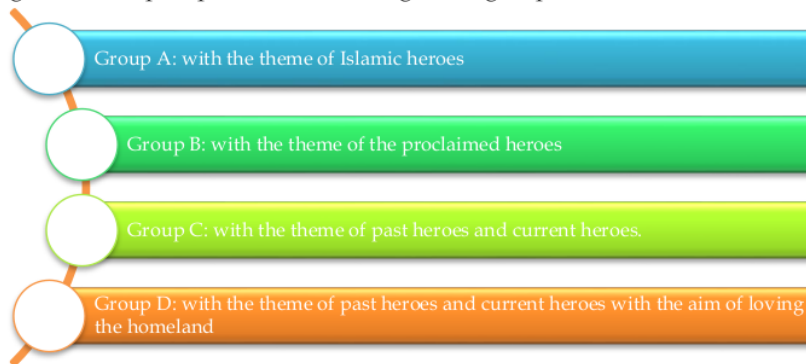
This warning is certainly a warning that can be used for students to get to know from an early age people who have contributed to themselves. First, the teacher has provided basic information that parents are the first heroes they currently have to acknowledge for their services and important roles in their lives. Second, the teacher has directed the student's point of view that the presence of teachers is also an unsung hero for them as mentors, educators, and second parents while at school. Third, the teacher has declared all the heroes who have succeeded in making the State of Indonesia independent from colonialism and the people who are currently bringing Indonesia to progress and change are important heroes for them as citizens of Indonesia. Of course, it has led students' thinking and understanding into appreciating the role of heroes and caring for love and compassion for the heroes around them is not easy to get a teacher. So according to the headmaster of RA Khoiriyah (Mrs. Lilis Suryani) said that if you make the delivery of material as easy as possible for students by presenting the understanding that every hero is someone who wants to sacrifice himself to help, give, and put the interests of others first. Like parents who always prioritize love, affection, and unfortunately for their happiness, security and safety. Likewise teachers who occupy the position of parents while at school by educating, giving guidance, love, affection and affection. Then for the figures of heroes like the proclaimer, namely Bung Karno and Bung Hatta who have been able to make all of us Indonesian citizens free and independent from foreign colonialism. As well as the Auliya' (Sunan Ampel and Sunan Kalijaga) who have struggled to voice Islamic da'wah to Indonesian citizens so they can know and have faith in Allah SWT.

From the material provided to strive to be able to build student motivation that every human being and every citizen is a unit and cannot walk alone above their individual abilities. As emphasized by Citra's expression as one of the students, she said the teacher emphasized that every human being can be a hero for other human beings by helping each other, respecting one another, respecting and loving one another. The teacher also forms the personality of students to be selfless under any circumstances and in the presence of anyone because it will break unity and brotherhood among humans. This statement shows that teacher directors help students adjust themselves to be actively involved in collaborative learning, not just as passive imaginary spectators who only see and pay attention to their environment.

### Organizing and Guiding Students as Student Individualist Control

In order to identify students' understanding of the important role of a hero who can be an example for students, the teacher provides an opportunity for them to work together in making mini wall magazine in groups. Class B RA Khoiriyah Bulang-Gending of 24 students divided into 4 heterogeneous groups totaling 6 people in each group. The teacher of class B, Mrs. Lailatul Qomariyah, said the student groups were designed in a heterogeneous manner so that students did not discriminate against the character or type of friends and could respect these differences. This can build a student's personality to be able to socialize and get rid of the individualistic attitude in him.

Making mini wall magazine is certainly not done by students independently without teacher guidance. The teacher guided their creativity in presenting their understanding of a hero whose service and role model they can emulate in the wall magazines. However, students are given the freedom to explore and express their understanding in mini wall magazine. The teacher also encourages the enthusiasm of every student in the group to participate and listen to the opinions of their friends. During the making of mini wall magazine, one student is not allowed to dominate the making. Then the teacher's effort is to make each student in the group display a work according to the theme of the group. In the following, the theme of the mini wall magazine concept is presented according to the group.



**Figure 1. The Themes of the 4 Groups in the Mini wall magazine Project**

The theme of the four groups above is their freedom to explore together. Then the teacher gives time to make this mini wall magazine for 45 minutes on the paper that the teacher has prepared. So it's the students' task to be creative in groups according to the hero theme. The teacher gives various materials and tools for making this mini wall magazine to each group. The tools provided by the teacher include: scissors and a ruler and materials provided by the teacher such as photos of heroes, various posters according to the theme, origami paper, and glue. While tools and other supporting materials such as pencils, erasers, and crayons are owned by each student, making it easier for them to use them properly and be more creative.



**Figure 2. Student Group Work Process**

The picture above presents a view of the teacher guiding the students' making process in making mini wall magazine. Mrs. Nur Fadila as the accompanying teacher for class B emphasized that the teacher would go around to see the process and progress of the student

group so that any student difficulties and confusion could be directed by the teacher to the concept of creative learning which is directed and socialized without individualism in it.

This learning model provides a learning environment that is conducive to the occurrence of effective teaching and learning interactions among friends. This model is able to establish good relationships with other people accompanied by good communication skills because students must be able to express their opinions, thoughts and feelings when needed (Mau et al., 2020). This cooperative learning involve all students, students study together, contribute ideas and are responsible for achieving learning outcomes both individually and in groups. The cooperative learning model departs from a fundamental assumption in people's lives, namely "getting better together". It can be said students who learn to use cooperative learning methods will have high motivation because they are encouraged and supported by their peers (Suratmin, 2020).

### Evaluating Learning Outcomes as a Student *Self-Regulation Control*

The teacher's next effort is to evaluate every form and student learning outcomes. Both in terms of constructive, affective and psychomotor while working in groups. The form of evaluation carried out by the teacher on Kindergarten students is formative evaluation. Evaluation by assessing, reviewing and correcting each student's work on the spot. The headmistress of RA Khoiriyah Bulang-Gending explained that students at the Kindergarten level needed to be appreciated for their work in a real and direct way so that students saw first hand the teacher's response to their work. The following shows a picture of the results of making mini wall magazine from 4 groups of students.



Figure 3. Results of Mini wall magazine 4 Student Groups

As can be seen in the picture above, the results of student creativity are in accordance with the themes conveyed by students to the teacher. Mrs. Lailatul Qomariyah mentioned that in the first picture the results of group A from the picture the teacher considered that the selected Islamic hero concept was neatly arranged and presented with a description of the hero's identity. The second picture by group B was composed with a free concept which displayed pictures of the heroes of the proclaimer without any description of the names or identities of these heroes so that the teacher judged that the student's creations did not understand who and what was their role so that they were said to be national heroes. Furthermore, the third picture from group C with the theme of past heroes and current heroes is shown clearly only in the old hero images, while the current hero images such as parents and teachers mentioned in the pictures are not shown clearly. And the last picture with the same theme as group D but emphasizing students who also love their homeland is shown clearly, neatly, and attractively by involving posters declaring their love for their homeland. From this assessment is the teacher's evaluation of the cognitive aspects of students.

From the affective and psychomotor aspects of students, the accompanying teacher for class B said group A tends to prioritize group work so that each student is active in discussions in making mini wall magazine. Group B did good group work but was less creative in making mini wall magazine. Furthermore, in group C, in making mini wall magazine, each student in the group did not participate properly so that the group's creations were not distributed evenly. While in group D, the teacher considered that each student in this group showed the most good socialization activities between students and provided opportunities for each individual in the group to contribute their creations in making mini wall magazine. From this review, it can be seen that class B students are quite good at socializing with their group mates from the way they allow each individual the opportunity to express opinions, be creative, and actively interact in mini wall magazine actions. Tanti et al. (2020) explained that this form of evaluation is also carried out to build students' personalities that are more in managing attitudes towards themselves while socializing at school.

#### **Awarded as *Exploration Success***

The last step taken by the teacher to provide a form of appreciation for the results of student performance is to give the best award. Nandita (student in class B) explained the basic form of appreciation that the teacher usually gives to every achievement of student learning outcomes, namely expressions or praise for whatever their performance is. The language used must be able to inspire and educate students' personalities to be even more so in the future. Another form of award is giving grades or stars to groups of students according to their learning outcomes. Furthermore, the teacher also gives prizes to the group with the best assessment results among the other groups. This can motivate other students to learn and devote their creativity to better future school work.

Explicitly, the application of the STAD learning model assisted by mini wall magazine media can control children's egocentricity such as (1) Each student has the opportunity to make a substantial contribution to the group, and the position of group members is equal (narcissism control). (2) Promoting active and positive interaction and better cooperation of group members (individualism control). (3) Helping students to gain more cross-racial friendships (individualism control). (4) Train students in developing aspects of social skills in addition to cognitive skills (narcissism control). (5) The teacher's role also becomes more active and more focused as a facilitator, mediator, motivator and evaluator.

## **CONCLUSION**

It can be clearly concluded that the results of this study show that the STAD learning model is able to control student egocentricity in group work on making mini wall magazine. The teacher's efforts in implementing the STAD (student teams achievement division) model are by presenting information, goals and motivation as a form of student narcissism control, organizing students into heterogeneous groups as a form of student individualist control, evaluating learning outcomes as a student self-regulation control, and award as a student exploration success. Of course, the implications of this research are a manifestation of the teacher's success in controlling the affective and psychomotor aspects of students on a basic and experiential basis. However, it is hoped that future researchers will be able to analyze how far the effectiveness of student teamwork is if the teacher presents this learning model. So that it can be seen and become a benchmark for the success of its application.

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