

ABSTRACT

This study aims determine the effect of the use of the *Student Teams Achievement Division (STAD) Cooperative* model on the learning outcomes of fourth grade students at SDN Panaongan IV in Mathematics lessons regarding fraction.

This tipe of research uses qualitative research carried out in the experimental group. The population in this study were all fourth grade students and the sample was grade IV students totaling 20 students. The sampling techbique in this study was obtained from the results of data collection and documentation techniques, namely the *Pretest-Posttest* test conducted on fourth frade students at SDN Panaogan IV. This study uses Pretest-Posttest questions to determine whether there is a difference between before and after being given treatment using the *Student Teams Achevement Disision (STAD) Cooperative Type*. The test instrument used to determine student learning outcome is a multiple choice test.

The results showed that the students' learning outcomes before and after being given treatment increased. The results of data analysis show that the *STAD Type Cooperative* model affects student learning outcomes in Mathematic, especially in learning Fraction. This is evidenced from the results of comparing the normality tes and t test with a probability value (sig) =0.000. The probability value showing $0.000 < 0.05$, then H_0 is rejected, therefore it can be concluded that the *STAD Type Cooperative* learning model affects the learning outcomes of fourth grade students in Mathematics at SDN Panaongan IV.

Efforts that must be made by teachers in choosing a learning model, namely the STAD type cooperative learning model can help students understanddifficult subject matter and foster cooperative skills, critical thinking, and develop students' social attitudes so that they can improve learning outcimes well and maximally in the classroom.

Keywords: *Cooperative Leaning Model Type StudentTeam Achievement Division (STAD)* and Mathematics Leaning Outcomes

