

The Effectiveness and Practicability of the STAD Character Building Based Learning Model in Elementary Schools

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Abstract : *The aim of the research is to find out and figure out the effectiveness and practicability of the STAD character building based learning model in elementary schools. The focus of the research was primarily based on the analysis of the result of learning implementation with respect to the effectiveness and practicability of the STAD character building based learning model in elementary schools. The method used in this research was (R & D method) i.e. research and development method by conducting and carrying out the surveys in elementary schools. The subjects of the research were the fifth grade students for as many as 25 people. The place of the research was located in Pammana 244 Elementary School, Pammana District, Wajo Regency, South Sulawesi Province. The main indicator developed was the indicator of character value or affective aspects which consists of religious character, tolerance, spirit to fight for nation, and responsibility. The cognitive indicator which consists of group or collective values and norms as well as individual values and norms. Data collections were conducted using questionnaires, observation and test. The outcome intended for this research was the character building based STAD type cooperative learning model in elementary schools or primary school showing that other than character values imprinted to the students, the result of the students' learning was increased and improved as well.*

Keywords: *Learning Model, STAD, Character Building, Cooperative Learning*

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I. Introduction

In normative perspective, vision and mission on character building is stated in the national constitution no. 20 year 2003 on National Education System i.e. Chapter 3 stating that "National Education is aimed to function as an instrument on developing the ability and capability particularly in relation to character building as well as nation culture and civilization that is respected and revered in conjunction with brighten up the life of the nation which is purposely meant to develop the potential of the students so as to become the men of faithful and believe to God The Almighty, possess noble character, healthy, knowledgeable, skillful, creative, independent and become the responsible and accountable democratic citizens." Therefore, the teacher should make systematic teaching and lesson plan in terms of improving the quality teaching process he conducts so as to provide more chances for the students to learn better. The duty of the teacher is not merely about teaching, but also relates highly to how creative the teacher is in presenting the lesson to the students.

The tendency of a teacher to be more authoritative and giving too much instructions to the students makes a communication only occurs one way, in this case the teacher actively teaches and gives the lessons while the students merely passive and remain in that condition as they receive the information and the lesson or subject given by the teacher, this means that the teacher gives very little chance and opportunity to the students to express themselves i.e. their ideas, opinions, notions, etc. As a result, the students are getting more and more passive and this kind of situation is indeed contrast and contradictive with the system that encourages students to be more active in learning process. Based on the study result conducted or carried out toward the learning model, it can be concluded that one of the solutions to this very problem is the implementation of the cooperative learning model of Student Team Achievement Division (STAD) type i.e. a creative and innovative learning model that enables the students to more actively participate in the learning process so as to give more positive impacts on the quality of communication and interaction among the students. Cooperative learning model of the Student Team Achievement Division (STAD) type which is suitable and applicable to be applied in the teaching and learning process at elementary and primary school where the teaching and learning process at elementary and primary school usually encourages the students to do more experiments or experimental learning and cooperative. This cooperative learning model of the Student Team Achievement Division (STAD) type

demands the students to get involved and participate actively more in the group; this can trigger and stimulate the students to unleash their full potential. (Hamid Hasan: 1996).

According to Lie (2002:41), in the cooperative learning model, the students are encouraged to get involved and get to know with the other students in the heterogenic small group, as one of the cooperative learning models that is Student Team Achievement Division (STAD), where typically can be considered as a group kind of learning which consists of 4-5 people, mixed between male and female with different level of ability and skills. In cooperative learning model of the Student Team Achievement Division (STAD), the students are always encouraged and motivated to help and assist each other and teach other fellow groups or the members within the group whenever they need help or do not understand the lesson given. Besides, cooperative learning model of the Student Team Achievement Division (STAD) type can help and assist the students comprehending the difficult scientific concepts, nurturing their motivation to get cooperated or cooperate with other students, think creative and innovative and develop their ability to socialize with others, cooperative learning model has more positive impacts toward the students who possess the low learning outcomes or results.

The implementation of the cooperative learning model of student team achievement division (STAD) type which emphasizes upon the group learning or cooperation that requires more character building implementation since character building constitutes an effort to build and develop the potential within the children both physically and psychologically from their nature as merely potential to be more actualized so as to create better civilization in the future. Character building education constitutes a continuous and never ending process. Therefore, it is expected to create continuous quality improvement and better human resources quality in the future which based on the cultural values of the nation. Character building is supposed to grow and nurture the philosophical values and implement the national character values as an integrated norm holistically and comprehensively (Mulyasa, 2013: 1-2). The discourse of character building has been discussed indeed a long time ago that is nowadays re-discoursed as the acknowledgement or confession that the implementation of education has not been run and carried out properly as what the vision and mission of the character building and its education.

The initial investigation conducted and carried out in several elementary and primary schools in Pammana District, Wajo Regency, South Sulawesi Province that applied the cooperative learning model of student team achievement division (STAD) type influences the data collection result as follows:

- 1) There were several students when begin to talk directly started the conversation or talk or when asking for the questions without saying any "salaam" initially. This shows that religious character values remain poor and still lacking particularly on the implementation of the cooperative learning model of student team achievement division (STAD) type.
- 2) There were several students when working in a group doesn't want to show his or her work and not willing to cooperate with other members of the group when discussion time they work merely individually and do not want to get along with other members of the group as they do not care to others. This shows that tolerance values in the character building has not been fully comprehended and applied and suit the cooperative learning model of student team achievement division (STAD) type.
- 3) There were several students mocked and insulted other students whenever they made mistakes or answer inaccurately or incorrectly. This means that the character values of the national spirit has not shown up in the cooperative learning model of student team achievement division (STAD) type.
- 4) There are a large number of learners who blame each other within its own group if they answer incorrectly. This means that the character values of responsibility and accountability has not shown up in the cooperative learning model of student team achievement division (STAD) type.

The affective or character values as what stated earlier (above) are paramount important in relation to cognitive assessment as an inseparable part to each other. The researcher obtained the data on the cognitive assessment toward the implementation of this learning model i.e. the cooperative learning model of student team achievement division (STAD) type. Particularly the schools that use this method or learning model especially to the subject of citizenship education in the fifth grade. It gave the information on the data that the result of the students' test on the first semester in average has not reached the maximum classical scores as what has been tested to the first school in which the survey was taken place that the researcher set the target of minimum accomplishment criteria (KKM) i.e. 65 but as a matter of fact, the students could only reach the score averagely 61, while for the second school; the researcher set the target of minimum accomplishment criteria (KKM) i.e. 65 but as a matter of fact, the students could only reach the score averagely 61, while for the third school possess the target of minimum accomplishment criteria (KKM) i.e. 70 but the students but as a matter of fact, the students could only reach the score averagely 68. This implies that the cooperative learning model of student team achievement division (STAD) type needs to be developed which enables the students to imprint the character values and the increase or improvement on the students learning result. Therefore, in line with this, the cooperative

learning model of student team achievement division (STAD) was then developed to be STAD character building education based cooperative learning model of student team achievement division (STAD) which is more familiar and known as STAD BCE that is considered meeting the effective and practicability criteria.

The character building education based cooperative learning model of student team achievement division (STAD) which is more familiar and known as STAD BCE can be considered practicable when: (a) the response of the students, teachers, and other education staffs as well as toward the questionnaires given. 75% from all the respondents answered completely agree and agree or in average most of the respondents stated their pros and preferences to, in the end, minimally fall under category "agree" (b) the intensity of the students following or joining the teaching-learning process could reach for at least 71% from each meeting, (c) teaching-learning process occurs based on the time schedule given namely 1 (one) meeting equals 2 (two) hours of learning (2 X 35 minutes). However, this model can be considered effective when: (a) Response of the learners or students, teachers, and educators toward the questionnaires spread or given away minimally covers 75% from all the respondents who answered completely agree and agree or in average most of the respondents stated their pros and preferences to, in the end, minimally fall under category "agree" (b) the score of the students' learning result could reach the average score 71 or remain in the level good, (c) classical learning accomplishment minimal reach up to 71%.

II. Research Methods

Research Type

The type of the research conducted or carried out can be considered to be the Research and Development (R & D). A typically qualitative kind of research that used survey method in elementary schools.

Data Collecting Method

In order to collect the data required the researcher used several methods namely questionnaires, observation, and test. The data collecting techniques or methods conducted are as follows:

- a. Questionnaires, the questionnaires technique or method is a type of method in which the respondents are given some set of questions through questionnaires to be answered. This questionnaire is used to collect the data on the inquires of how much the learners or the students responses toward the development of STAD BCE learning model either of the effectiveness or the practicability.
- b. Observation, the sheet of observation is used to collect the data on the learning execution which is taken from the assessment sheet of the students or learners in relation to the character building education so that the data collection can be obtained particularly on effectiveness or the practicability of STAD BCE mo
- c. Test, this test method is used in order to assess the students' learning result or outcome during the teaching and learning process either of the group assessment or individual assessments quizzes that used the STAD BCE learning model.

Research Indicators

The Research Indicators are as follows: (a) affective indicator which consists of religious character values or norms, tolerance, national spirit, and responsibility. (b) The cognitive indicator consisted of the students' learning result and the individual answers of the students toward the questions asked.

Research Design

The design of the research is referred to the argument or statement by Plomp (1997, p.5) who stated that "we characterized educational design in short as method within which one is working in systematic way towards the solving of a 'make' problem." The general or common model of the problem solving particularly in the education world argued by Plomp consists of several phases i.e. (preliminary investigation), (design), (realization or construction), (test, evaluation and revision) as well as (implementation).

III. Results and Discussion

Learning Accomplishment Result

The learning model developed i.e. cooperative learning model on the Student Teams Achievement Division (STAD) type which based on the character building education (Character Building Education Based) in elementary schools or can be summarized as STAD CBEB. Based on the subject schedule that has been set in the grade V of 244 Pammana Elementary School Pammana District, Wajo Regency that every Monday the schedule of the citizenship education subject was started from 07.30 a.m. – 08.40 a.m. Eastern Indonesia time based with the number of the students was around 25 people that consisted of 14 boys and 11 girls. This experiment was conducted in 4 meetings, each and every one meeting can be counted as 2 hours of teaching the subjects while every 1 hour or teaching can be counted as 35 minutes, so 2 hours of teaching the subjects equals 70 minutes.

The Description of the First Meeting

The implementation of the first teaching-learning process occurred on the 25th April 2016 with time allocation around hours of learning that was attended by 21 students consisting of 11 boys and 10 girls. Meaning that 4 people were absent they were 3 boys and 1 girl, the reason of the absence was taking permit to go out. Based on the data, then it can be concluded that the level of the students intensity in their presence was 84%, in detailed the total number of boys was 79% and the girls was 91%. Meanwhile, the level of their absence i.e. the students' absence was 16%, in detailed the total number of boys was 21% and the total girls available was 9%.

Based on the data result of the students' learning outcome on the affective group score or character and cognitive in the first meeting, having been recapitulation then the group that could achieve the highest score who got the reward was group II with the total score 443 or the average score 74 (seventy four).

Considering the data of the individual score on the affective or cognitive values or parameter, it can be concluded that based on the students' learning outcome or result in the first meeting of the affective or character values, no student could reach the (A) mark in the ranging score 86 – 100, while only 9 people or 43% could reach the good level (B) in the category of ranging score 71 - 85 and 10 people or 47% fell under the criteria enough (C) with the ranging score 56 – 70 and 2 people or 10% fell under the criteria (D) poor with the ranging score 41 - 55. Then there was no student (0%) that was categorized very poor (E) with the ranging score below 40. Afterward, in the cognitive values, no student could get the score very good (A) with the ranging score 86 – 100, while just 10 people or 47% could get the good score (B) with the ranging score 71 - 85 and also 5 people or 24% fell under category enough (C) with the ranging score 56 – 70 and 5 people or 24% fell under category (D) with the ranging score 41 - 55. Then 1 person or 5% fell under category very poor (E) namely the ranging score below 40.

The average score of the students on the affective/character aspect was 58.00 or simply fell under category enough (C) and the average cognitive score was 65,2 fell under category enough (C) and the result of recapitulation of the affective or character score and cognitive in average was 66,49 fell under category enough (C). while the minimum classical accomplishment of the students' result on the affective or character score was 9 people or 48,86% who got minimum classical accomplishment (KKM) and the cognitive score was 9 people or 48,86% who could reach or get minimum classical accomplishment (KKM) and the recapitulation score of the affective/character values and score and cognitive score was as well 5 people or 23,81% who could reach minimum classical accomplishment (KKM).

The score for the first meeting averagely 66.48 meaning that it has fallen under the good category (B) beside that minimum classical accomplishment (KKM) has not as well reach 70%. For the detail information, please see the figure below:

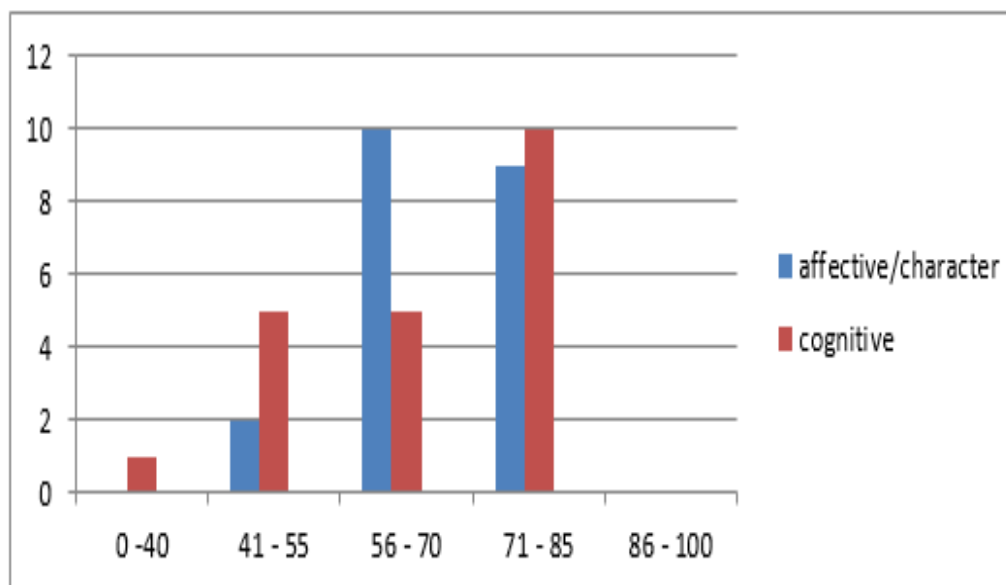


Fig. 1. Recapitulation Score for the First Meeting

Based on the explanation stated above particularly on the learning process, the time needed for the

teaching learning process was around 85 minutes with the details as follows; introduction 10 minutes, main activity 65 minutes and he final activity 10 minutes. Therefore, the time allocated for this was 15 exceeded the actual time set earlier. The time spent for the main activity was exceeded or gone beyond the time limit set previously i.e. from just 50 minutes to expand to 65 minutes.

The Description of the Second Meeting

The learning process in the second meeting on 2nd May 2016 with the total time allocated 2 hours for the subject taught i.e. 7 lessons attended by 25 students or learners consisting of 14 male and 11 female meaning that 0 girls and 0 boys coming or all students coming. Based on this reality, it can be concluded that the level of students' presence could reach up to 100%, while the level of absence of the students was 0%. In the learning process, the researcher served as the teacher by using the cooperative learning model STAD BCE type. Learning activities were conducted through 3 stages or steps i.e. introduction, main activity, and closing.

Based on the data of the students' learning result particularly on the group score in terms of affective or character values in the second meeting, having been recapitulation then the group could get the reward or could be rewarded was group III with the total score 478 (four hundred seventy eight) or the average score was 80 (eighty).

Therefore, the individual data score on the affective or character score meaning that the students' learning result in the second meeting of the affective or character values just 2 people or 8% fell under the criteria very good (A) with the ranging score 86 – 100 and there were 17 people or 68% fell under the criteria good (B) with the ranging score 71 - 85 and there were 6 people or 24% fell under the criteria enough (C) with the ranging score 56 - 70. While there were no body or no student or 0% with the ranging score poor (D) and very poor (E). Therefore, in the cognitive score there were no students could reach or get the score very good (A) with the ranging score 86 – 100, while there were 14 people or 56% could reach the criteria 'good' (B) with the ranging score 71 - 85 and also 11 people or 44% could reach the criteria enough (C) with the ranging score 56 – 70 and there were no body or no students 0% fell under the criteria (D) and very poor (E).

The average score of students' learning result in the affective/character aspect was 77,33 or fell under category good (B) and the cognitive score was 68,5 fell under category enough (C) and the recapitulation score on affective/character aspect and cognitive score was 72,92 fell under category good (B). While the minimum classical accomplishment (KKM) on the affective/character aspect was 19 people or 76% that reached the minimum classical accomplishment (KKM) and the cognitive score were just 11 people or 44% that reached the minimum classical accomplishment (KKM) and the recapitulation score on affective/character and cognitive aspect were 15 people or 60% that reached the minimum classical accomplishment (KKM).

Therefore, the average final score of the second meeting was 72.92 or could be categorized as good (B) with the range score 71 – 85, yet has not met the target 70% of the minimum classical accomplishment (KKM) but merely 60%. For details, please see the following figure

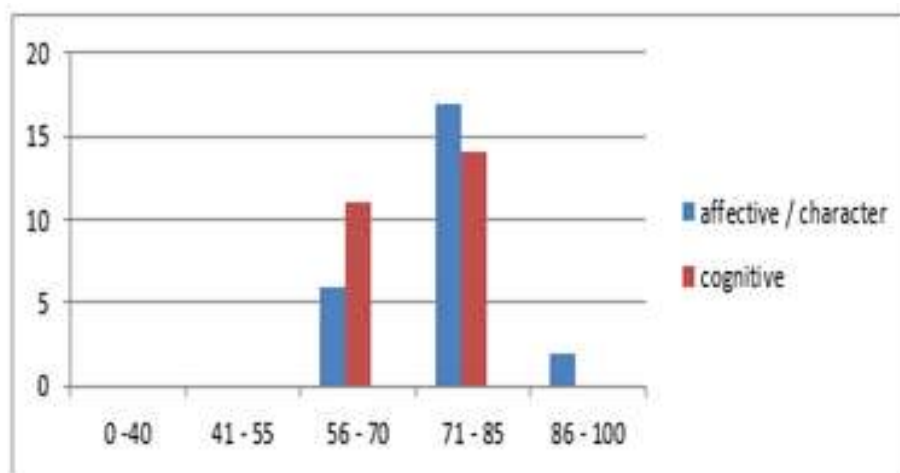


Fig. 2. The Second Meeting Recapitulation Score

Based on the learning execution description, the time allocated or spent during the learning process was 75 minutes with the detail i.e. introduction lasted for 10 minutes, main activity lasted for 55 minutes and the final activity lasted for 10 minutes. Therefore, the time spent for this activity was 5 minutes from the time set or allocated previously. The extra time used or spent in this main activity that was merely set previously 50

minutes but the reality exceeded 55 minutes.

The Description of the Third Meeting

The execution of the learning process for the third meeting on 9 May 2016 with the time allocated 2 hours of the subject taught that was attended by 22 students consisting of 12 boys and 10 girls meaning that there were only 3 students consisting of 2 boys and 1 girl. The reason for absence was because of a permit. Based on this reason, then the level of presence of all the students were 88%, in details, the total number of all boys was 86% and the girls were 91%. While the absence level of all the students was 12% in details, the total number of all boys was 14% and the girls were 9%. In the learning process, the researcher served as the teacher with the cooperative learning model implementation of STAD BCE type. The learning process was conducted in 3 steps, i.e. introduction, main activity and closing.

Based on the data of the students' learning result on the group score on affective or character and cognitive aspect for the third meeting, after recapitulated then the group reached the highest score and was finally rewarded (reward) was group IV with the total number 548 (five hundred forty eight) on the average score was 91(ninety one).

Afterward, observing and considering the individual data score on affective or character and cognitive aspect then the learning result of the students in the third meeting was just 16 people or 73% fell under the very good criteria (A) with the ranging score 86 – 100 and there were 6 people or 27% reached the good criteria (B) with the ranging score 71 - 85. While there was no student or 0% reached the criteria enough (C), poor (D) and very poor (E). Then, on the cognitive aspect there was 9 people or 41% reached the criteria very good (A) with the ranging score 86 – 100, while there were 12 people or 55% reached the criteria good (B) with the ranging score 71 - 85 and 1 person or 4% reached the criteria enough (C) with the ranging score 56 – 70 and no body or 0% who could be categorized poor (D) and very poor (E).

The average score of the students' learning result on affective or character aspect was 90,53 or fell under category very good (A) and the cognitive average score was 83,12 fell under category good (B) and the result of the recapitulation on affective or character and cognitive averagely 86,82 fell under category very good (A). While the minimum classical accomplishment (KKM) on affective or character aspect were 22 people or 100% that reached the minimum classical accomplishment (KKM) and the cognitive score was 21 people or 95.45% that reached the minimum classical accomplishment (KKM) and the result of the recapitulation on affective or character and cognitive averagely 22 people or 100% that reached the minimum classical accomplishment (KKM).

As a consequence, the final score of the third meeting in average was 86.82 or already fell under criteria very good (A) with the ranging score 86 – 100 and already reached the target 70% from that reached the minimum classical accomplishment (KKM). For details, see the figure below:

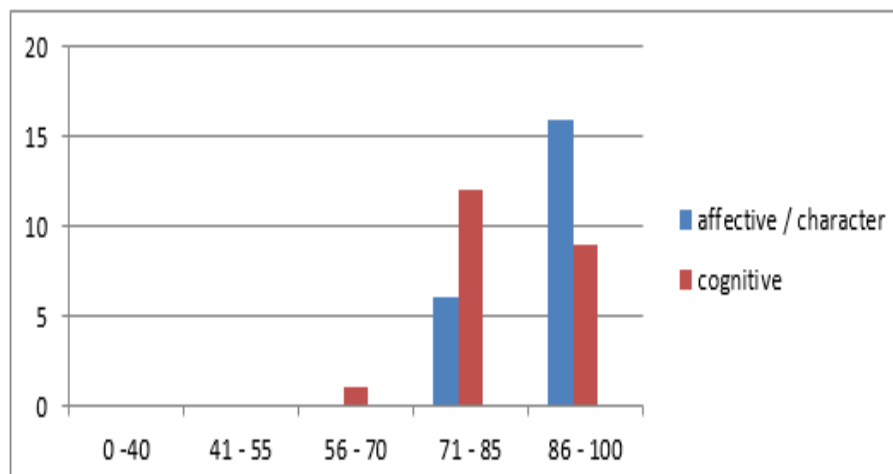


Fig. 3. The Score of the Recapitulation in the Third Meeting

Based on the learning execution description, the time required or spent during the learning process was 70 minutes with the details as follows; introduction lasted for 10 minutes, main activity lasted for 50 minutes and final activity lasted for 10 minutes. Therefore, the time spent for this activity already met the requirement i.e. 2 x 35 minutes.

The Description of the Fourth Meeting

The execution of the learning process for the fourth meeting on 16 Mei 2016 with the time

allocated 2 hours of the subject taught that was attended by 24 students consisting of 13 boys and 11 girls meaning that there were only 3 students consisting of 1 boy and 2 girls. The reason for absence was because of a permit. Based on this reason, then the level of presence of all the students were 96%, in details, the total number of all boys were 93% and all the girls were 100%. While the absence level of all the students was 4% in details, the total number of all boys was 7% and the girls were 0%. In the learning process, the researcher served as the teacher with the cooperative learning model implementation of STAD CBB type. The learning process was conducted in 3 steps, i.e. introduction, main activity and closing.

Based on the data of the students' learning result on the group score on affective or character and cognitive aspect for the third meeting, after recapitulated then the group reached the highest score and was finally rewarded (reward) was group IV with the total number 562 (five hundred sixty two) on the average score was 94(ninety four).

Afterward, observing and considering the individual data score on affective or character and cognitive aspect then the learning result of the students in the third meeting was just 23 people or 96% fell under the very good criteria (A) with the ranging score 86 – 100 and there was only 1 person or 4% reached the good criteria (B) with the ranging score 71 - 85. While there was no student or 0% reached the criteria enough (C), poor (D) and very poor (E). Then, on the cognitive aspect there was 9 people or 41% reached the criteria very good (A) with the ranging score 86 – 100, while there were 20 people or 83% reached the criteria good (B) with the ranging score 71 - 85 and 3 people or 13% reached the criteria enough (C) with the ranging score 56 – 70 and no body or 0% who could be categorized poor (D) and very poor (E).

The average score of the students' learning result on affective or character aspect was 96,53 or fell under category very good (A) and the cognitive average score was 77,56 fell under category good (B) and the result of the recapitulation on affective or character and cognitive averagely 87,04 fell under category very good (A). While the minimum classical accomplishment (KKM) on affective or character aspect were 24 people or 100% that reached the minimum classical accomplishment (KKM) and the cognitive score was 21 people or 87.5% that reached the minimum classical accomplishment (KKM) and the result of the recapitulation on affective or character and cognitive averagely 24 people or 100% that reached the minimum classical accomplishment (KKM).

As a consequence, the final score of the third meeting in average was 87.04 or already fell under criteria very good (A) with the ranging score 86 – 100 and already reached the target 70% from that reached the minimum classical accomplishment (KKM). For details, see the figure below:

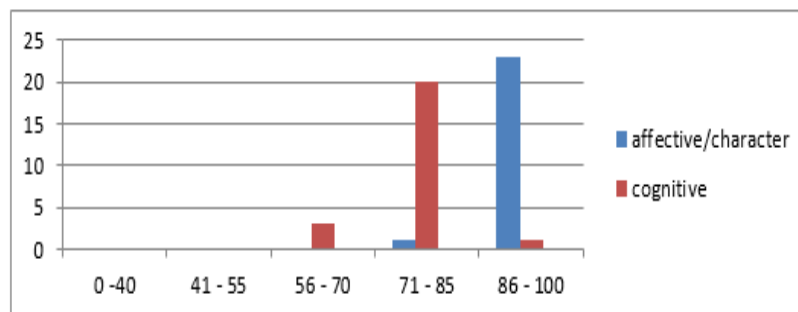


Fig. 4. The score of the recapitulation in the fourth meeting

Based on the learning execution description, the time required or spent during the learning process was 70 minutes with the details as follows; introduction lasted for 10 minutes, main activity lasted for 50 minutes and final activity lasted for 10 Minutes. Therefore, the time spent for this activity already met the requirement i.e. 2 x 35 minutes.

Practicability of the Model of STAD CBB Type

The execution of the learning process for the fourth meeting on 16 Mei 2016 with the time allocated 2 hours of the subject taught that was attended by 24 students consisting of 13 boys and 11 girls meaning that there were only 3 students consisting of 1 boy and 2 girls. The reason for absence was because of a permit. Based on this reason, then the level of presence of Practicability questionnaires data analysis meant in this research was the data analyzed based on the answers of the respondents from the practical questionnaires spread and given to the students, teachers and educators.

Based on the questionnaires data for the practicability of the learning model of STAD Character Building Based or STAD CBB that was collected from the questionnaires for the 30 respondents which are

consisted of 3 (three) groups namely (1) learners, (2) teachers, and (3) educators with the number of questions as many as 22 questions with the answer preference in scale 4 (four) that was consisted of (1) totally agree, (2) agree, (3) hesitate, and (4) disagree.

From the data collection result, the percentage of each question asked with 4 (four) answer choices and 30 respondents and 22 question on the questionnaires data for the practicability of the learning model of STAD Character Building Based or STAD CBB, the diagram would be very much like the following figure:

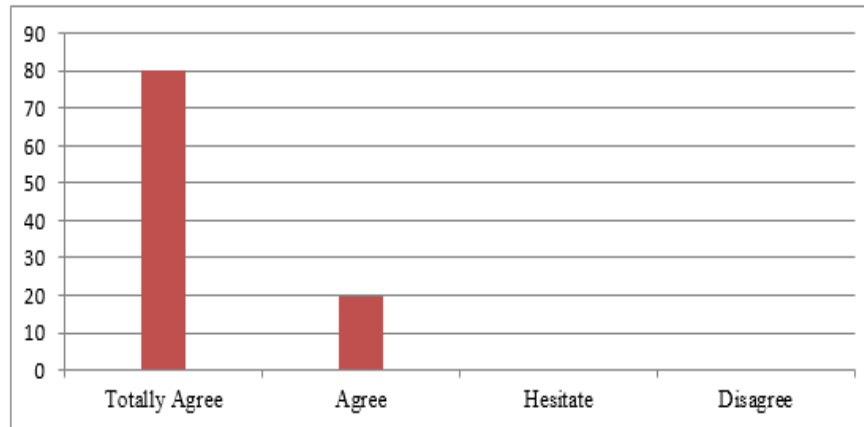


Fig. 5. The Percentage of each practical questionnaire-question

Practicability of the Model of STAD CBB Type

Observing and seeing the data presented above, it can be interpreted or translated generally that questionnaires data for the practicability of the learning model of STAD Character Building Based or STAD CBB. The practicability of learning model of STAD Character Building Based or STAD CBB can be categorized in the ‘good’ level. Based on the calculation of the percentage category according to Arikunto (1998:246), it can be described as follows:

Table 1. Category of practicable questionnaire percentage

Category	Percentage
Good	76 % - 100 %
Enough	56 % - 75 %
Fairly Good	40 % - 55 %
Not Good (Poor)	Less than 40 %

Meanwhile, the instrumental hypothesis conducted in order to obtain the validity of the correlation formula of product moment from Pearson is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]} \quad (\text{Widoyoko, 2012: 147})$$

Remark:

- rx_y = correlation coefficient for each item
- N = the number of respondent
- ∑X = the number of each score
- ∑Y = the number of total score
- ∑X² = the number of quadrat of each item
- ∑Y² = the number of total quadrat
- ∑XY = the number of multiply of each item score

The result of the validity test analysis of each item can be acquired that from the 22 item of instrument that has been tested or examined, all the items of instruments can be considered valid since the score or P from each item is less than α = 0,05. The correlation coefficient score of acquired for each item is compared to the correlation coefficient score which is available in the table r (rt) in certain alpha. For instance alpha = 0.05. The items that can be considered valid are then counted for the reliability coefficient using the coefficient formula, Alpha as follows:

$$r_i = \frac{n}{n-1} \left\{ 1 - \frac{\sum s_i^2}{st^2} \right\} \quad (\text{Purwanto 2008:175})$$

r_i = instrument reliability coefficient

n = the number of the item
 s_i^2 = the variant of the item
 s_t^2 = the total variant

According to Kaplan (1982: 106) in Widoyoko (2014: 165) that an instrument can be considered reliable if it has the alpha coefficient for at least 0,7. In conjunction with this, the result of the questionnaires filling or practical questionnaire of cooperative learning model of STAD CBB can be considered reliable since the score of alpha coefficient could reach to 0,888.

Based on the result of the questionnaire filling from the 30 (thirty) answers of the respondents toward the questionnaire that has been divided then it can be explained or described that from each of the question the statement can be summarized as follows:

By observing each of the statements above then, it can be explained or described that the answer of the respondents toward the effectiveness of the questionnaires has met the criteria for at least 75% from all the respondents who answered totally agree and agree or the average result of the respondents score minimally covered in the agree category.

Observing and seeing the data presented above, it can be interpreted or translated generally that the learning model of STAD Character Building Based or STAD CBB has met the conditions and requirements or prerequisite and criteria of the effectiveness since the answer of the respondents toward the questionnaire that has been given away has reached minimally 75% from all the respondents who answered totally agree and agree or the average result of the respondents score minimally covered in the agree category and the result of the learning outcomes of the students has reached the average score 71 or fell under category 'good' as well as possess the minimum classical accomplishment (KKM) that has reached up to 71.

IV. Conclusion

Based on the problem solving formula, the data analysis result, and the research discussion, the conclusions that can be drawn are as follows:

1. The STAD CBB learning model has met the criteria of practicability either of the data analysis result on the execution of the learning process or practicable questionnaire analysis.
2. The STAD CBB learning model has met the criteria of effectiveness which based on the character values building of the analysis result, and the improvement of the students' learning result as well as the effectiveness of the questionnaire data.

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