

# *Cooperative Inclusive: Descriptive Study of the Application of STAD (Student Team Achievement Division) for Students with Special Needs in Higher Education Settings*

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**Abstract**—Inclusive education in the setting of higher education has a big challenge seen from the perspective of external demands at each university. This study aims to analyze and describe several challenges in the implementation of inclusive education and strategies to overcome these challenges. One of them is the selection of cooperative learning strategies type STAD (Student Team Achievement Division) in inclusive classes. The method used is descriptive method with a quantitative approach with the involvement of two blind students, one autistic student, and one multihandicap student in an inclusive class setting with 43 people. From the results of the analysis, it was concluded that cooperative learning was effective in enhancing an inclusive situation.

**Keywords**— *inclusive education; higher education; cooperative learning; STAD (Student Team Achievement Division)*

## I. INTRODUCTION

Inclusive education is an educational philosophy that has been applied in the implementation of education both in developed countries more developed countries, especially Indonesia. The most dominant mission in expanding access to education is part of the agenda throughout the world through inclusive education which is also juxtaposed with education for all (EFA) [1]–[3]. Education for All (EFA) is an initiative of the United Nations (UN) which is an important element of the Millennium Development Goals, because education is seen as important for human development, and many children do not have access to education[4], [5].

Inclusive education is the ideology and ideals of education in Indonesia in order to realize education for all. Inclusive education is not just acceptance but service. In implementing it in regular schools it takes teachers who are superior, resilient and able to create a friendly classroom climate. That way, all students will feel recognized and valued for their existence [6], [7]. Finally, normal children (in general) and student with disabilities accustomed to living side by side, so that when they grow up someday not cause negative thoughts that can lead to social inequality. When school communities, such as teachers and children work together to minimize

barriers faced by children in learning and promote the participation of all children in school, this is one of the characteristics of a Welcoming School.

Inclusion can be generally defined as systems that accommodate children with and without special needs are placed in the same setting, especially, in the classroom. It has four dimensions: the active participation of all children, services provide support for children, professionals from various fields, and evaluate children's progress[8], [9]. The results of the implementation of inclusive education have a positive impact not only for children with special needs but also for those who do not have special needs. The benefits obtained from inclusive arrangements, participation and social relations are accepted as the success of implementing inclusive and meaningful education for them. In addition, with an inclusive system, they are protected from segregation and the negative attitude of others such as their colleagues and teachers[8], [10]. On the other hand, children who normally develop develop sensitivity and positive attitudes towards others who are different from them and when children with and without obstacles are given the opportunity to share schooling, more positive interactions between the two groups of children are observed in education inclusive[11].

A very interesting issue in the system national education is the development of an education system that provides opportunities for children with needs Special to be able to do learning in the same environment as the child normal in formal school. Addressing the jargon of "education for all" education intended for humans who live, without discriminating social status, good ones normal and those with special needs. Therefore inclusive education is recognized[12].

## II. METHOD

The method used in research this is descriptive method with the quantitative approach [16], [17]. This study involved two blind students, one autistic student, and one multihandicap student in an inclusive class setting with fourty three people with diverse academic

backgrounds. However, the data extracted in this research is about class inclusiveness before cooperative learning and cooperative learning. This data is obtained through observation and interviews with instruments that have been developed previously.

The technique used to analyze data is descriptive statistical techniques [17], [18]. The data obtained is then used as the basis for describing class inclusiveness before and after learning using a cooperative approach.

### III. RESULTS AND DISCUSSION

#### A. Cooperative Learning Approach

Understanding Cooperative Learning can be understood from the meaning of cooperative words that have the meaning "nature of cooperation" or "willing to help" [13], [14]. So the notion of Cooperative Learning is a learning model in which students learn in small groups (generally consisting of 4-5 students) with heterogeneous membership (ability level, gender, and different ethnicity / race) [13], [15]. In completing group assignments, each member works together and helps to understand a learning material. Therefore, Cooperative Learning needs to be developed because at the time of the implementation of Koo-Learning learning students practice various cooperative skills (social skills) in accordance with the competency demands in the 2013 Curriculum which are social attitude competencies, in addition to competence in spiritual attitudes, knowledge, and skills.

#### B. Student Teams Achievement Division ( STAD )

Student Teams Achievement Division (STAD) is one method or approach in cooperative learning that is simple and good for teachers who are just starting to use a cooperative approach in class, STAD is also an effective cooperative learning method [14], [16].

As mentioned earlier, STAD type cooperative learning consists of five main components, namely class presentation, group learning, quizzes, development scores and group awards. Besides that STAD also consists of a regular cycle of teaching activities. The five main components of STAD type cooperative learning are (1) Class presentation, (2) Group learning, (3) Quizzes, (4) Developmental Scores, and (5) Group awards [19], [21].

To find out the degree of inclusiveness in the classroom in the learning process by using the cooperative type STAD approach, observation and interview techniques were conducted. Each identified indicator is clearly given a score of 3, which doubts 2 and which is not identified given a score of 1. The following is a description of the level of class inclusiveness before and after using a cooperative approach [13].

#### Degree of class inclusiveness by using Cooperative Method STAD Type

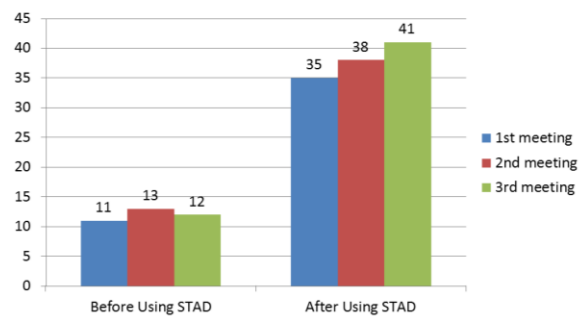


Fig. 1 The level of class inclusiveness

From the chart, it produces an analysis of the effectiveness of using the STAD (Student Team Achievement Division) cooperative learning approach to improve classroom inclusiveness with four students with special needs with diverse characteristics. The three meetings before using the cooperative approach had a mean degree of inclusiveness of 12%. After using the STAD type cooperative method in the class there was a significant increase of more than 200%. This shows the effectiveness of using the STAD (Student Team Achievement Division) cooperative learning approach to increase the degree of inclusiveness in class / learning.

#### C. Cooperative learning and Inclusiveness

The implementation of cooperative learning had many positive effects for learning, specifically for teaching and learning student with disabilities in higher education setting [16], [17].

Some of the methods used by teachers in inclusive classes vary and make students active, because group discussions can already support the cooperative learning learning model. The use of cooperative learning models with group discussion methods is considered appropriate because in the interaction model in learning can be built so that student learning passion, especially students who are slow learning will emerge learning outcomes in groups can stimulate the development of thinking and the ability to solve problems and be able to meet social needs and the performance of participants on a scale far increased compared to conventional learning [18]. The cooperative learning model provides several benefits including (1) learning becomes more attractive so students are enthusiastic and motivated in teaching and learning activities. (2) students find it easier to find and understand difficult concepts if they discuss each other's problems with their friends [13], [14].

Through discussion in cooperative learning there will be communication where students share ideas or opinions. The cooperative learning model can educate regular students about how to respond if there are differences in life in society [19][1]. However, there are weaknesses when the teacher uses the lecture method, given the characteristics of students who are slow to learn who have difficulty learning

concepts and abstract lessons and difficulty concentrating. In general, students who are slow have a low concentration, which is about 20 minutes, after which the child will be nervous and tend to disturb his friends who are studying. Slow learners are also easy to forget and distract, and easily react to stimuli without prior consideration.

Once teachers have decided that they will begin to implement formal cooperative group lessons in their classrooms, there are many decisions that must be made. Teachers must decide how they will incorporate cooperative learning lessons within their classroom structure, how they will decide the content to be taught using cooperative learning, how they will form groups, how they will ensure active participation for all students, and how they will evaluate students' learning. On the following pages we explore some principles of inclusive cooperative learning that must be taken into consideration for successful implementation[20].

The implications of the findings serve as a call for action from stakeholders and policy makers in University to review strategies of teaching for student with disabilities in University Collaborations between students and educators are also highly recommended.

#### IV. CONCLUSION

Inclusive in higher education setting must provided an appropriate strategies for achive the learning and teaching goals. Implementating cooperative learning, such as STAD models give a positive impact not only for students with disabilities but also all members in the University invorenment.

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