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RESEARCH ARTICLE

IMPROVING SOCIAL INTELLIGENCE OF HALU OLEO UNIVERSITY STUDENTS THROUGH COOPERATIVE LEARNING STAD TIPE

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ABSTRACT

This study was conducted to find solutions on problems that occur in the stage of interaction between students on Haluoleo University campus where in the past five years is often hit by riots, demonstrations, protests, and even dissension among the group of students who violate the ethical and social norms then tend to violate law and human rights. The research objective is to improve social intelligence of student of Haluoleo University through cooperative learning. It is a learning method developed by Robert E. Slavin to foster a collaborative partnership through cooperative groups consists of 4 to 5 students aimed improving cooperation between students of the different-different social background, ethnicity, religion, and culture to be merged into one cooperative groups to learn together, help each other to achieve mutual success. There are five core activity types in STAD cooperative learning, namely the percentage of lecturers, learning in teams or groups, quizzes, personal values and rewards to the best groups. Method is this study is design in the form of action research of John Elliot model with qualitative approach in collaborating with the lecturers of Civics of Haluoleo University. The material action is democracy and human rights. The results showed that the type STAD cooperative learning with the democracy and human rights learning materials can consistently improve student social intelligence.

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INTRODUCTION

This research was initiated by accurate observation to university students' sensitivity decrease towards social and behaviour norms causing conflicts among students which tend to break the law, ethic, and moral norm during their college life. The running down of Halu Oleo University students for the late five years, and even since reformation era marked by demonstration, conflicts, fights, and so on was internally interesting to be analyzed academically, especially in terms of instruction or learning process as main activities in college life. In simple logically cognition, if learning or lecturing process run as the fixed schedule, as tense as the regular academic assignment, it is absolutely true that there is no chance for the students to maintain or manage non-academic stuffs which will ruin their academic success in the future. As this condition occurs, the researcher attempts to do interview with two activist students after many incidents which were against the social norms grow bigger in Halu Oleo circumstances gaining result that "we always do some demonstration and ignite conflicts because of the complicated biro racy systems and external interest.

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This interest is triggered by unfair leader's policies on scholarship awardees recrutment which just benefit certain group of students, many lecturers leave their main duties behind without any initial information so as to make the lecturing process is not optimal. Besides, academic services do not run well because of unclear activities outside, therefore we actually take the suffers." (Interview, September 10th, 2011 with Halu Oleo University activist students). The interview result indicates that increasing number of demonstration, conflict, and similar things for the late five years is because of internal and external factors. The internal factors cover the teaching learning process and students guidance through some academic activities do not run as expected.

The teaching learning process still relies on the development of intellectual proficiency, it has not touched the essential of affective aspect to build students characters which should be the responsibility of all educators and leaders. The new routine instruction covers substantive concept theoretically, not essentially touches affective values and attitudes which is the main goal of personality development aspect. The students are mostly taught with more theoretical knowledge as one of the measureable indicators of learning.

They are given less cognitive skills to develop their own potential as good as possible to earn social, emotional, and spiritual intelligence. As the result, many students theoretically are having theoretical knowledge but they are not able to show psychologically educated attitudes who are mature in thinking, acting, and making decision. For instance; the conflict among university students in Halu Oleo university surroundings which caused many victims on July 28th and September 8th in 2011 showed this hypothesis; there is something missing in students' internal guidance. This condition becomes worse because of the sensitivity of certain ethnic and tribes which is possible become the logic consequent of the conflict among students as bad result in academic and non-academic aspect.

According to intial observation and experience of researcher about lecturing and learning activities in personality development subject, for example civics and religion subjects in Halu Oleo University (UHO) since to be functional force in 1989, new instruction objectively entails theoretical knowledge, but it has not for guidance and development of students' personality to be good and responsible nations which becomes the main purpose of these subjects. Therefore, it needs a cooperative learning method to gain all background difference; social, religion, tribes, ethnic, cultures, and academic skill to learn collaboratively to succeed along. This learning method does relevant to societies' condition nowadays; plural and varied in all aspects; cultures, ethnic, religion, and tradition. This variety on the one hand is the high valued asset of our country, but on the other hand is the source of conflict if a social approach is not applied properly to reflect justice, honesty, and our interest.

Philosophically, the application of cooperative learning in university is not just a method and study approach, but it is more likely as a method and approach which is able to unify the difference among students in terms of social-cultural, ethnic, religion, academic skill and similar things to succeed together. As Hendry Ford cited in Johnson said that gathering around together is a good starting point, but still go along is a progress, working together is a success (Johnson, et.al, 2004: 42). Cooperative learning with group learning approach will earn collaborative learning process as stated by Lie, and according to Slavin, it is called as cooperative learning, which originates from c*ooperative* that means doing something together by giving hand in hand. This condition is represented from Slavin statement "In cooperative learning methods, student work together in four member teams to master materials initially presented by the teacher." (Slavin, 2005: 37). It means that cooperative learning is an instruction method in which the learning system relies on working together in some small groups which elevates students' motivation to study through teacher or lecturer presentation.

The cooperative and collaborative terms in this research are used parallel because those have relevant purposes. Collaborative is originated from collaboration which means that group work, and cooperative means work together. According to Woolfolk, the distinguish between these two terms is not always clear enough (Woolfolk, 2010: 256) Collaboration is a kind of philosophy talking about how to engage in someone, how to learn and work together. Collboration is a way to mingle, respect the differences, share authority, and go ourselves upon distributed knowledge together. Cooperation is a way to work together in order to reach certain shared goals. According to Gilles, as cited by Woolfolk, collaborative learning is derived from teachers' masterpiece in England who want their students response the learning process more actively during learning process. Cooperative learning comes from USA as masterpiece of an psychologists; John Dewey and Kurt Lewin. Based on Woolfolk analysis, cooperative learning is a group learning method to reach certain shared goal, is derived from teachers in USA, while collaborative is a learning method which emphasizes on how to work with different people which comes from the teachers' tradition in England. Cooperative learning therefore is a method to collaborate with others.

The research focuses on cooperative learning with STAD type because theoritically it is a simplest model, will earn many benefits, and can be easily applicable for teachers or lecturers who are newbie using this method (Slavin, *op-cit*., h. 143). Cooperative learning with STAD type applied to university students is expected to be able to create condusive learning atmosphere gradually, not only in academic success, but also can improve positive attitudes and social intelligence of students who will be sensitive to possitive changes and progress, enjoy working collaboratively, as well as respect the difference minimizing social and academic gap. STAD type is an alternative way to respect the variety of university students which are suitable with our society's condition that is varied in cultures, religion, and tradition. Student Team Achievement Devisions (STAD) is a cooperative learning method observed and developed initially by Slavin in John Hopkins University (Sharan, 2009: 3).

This technique is based on the platform that students who learn in group will learn cooperatively to understand material taught. They will learn and work together, each of them will be responsible for the material mastery as being told by lecturer in their own group. Slavin ponted out that STAD is one of cooperative learning types which is mostly applied in some small groups of 4 to 5 heterogenous people (Slavin, 2005: 127). STAD is formed by five main components as follows: (1) class presentation, (2) team, (3) quizzes, (4) individual progress score, (5) team recognition (*Ibid.*, p. 143).

Class presentation

Material taught through STAD is firstly intorduced by presentation in classroom. This process is direct teaching which is mostly done or discussion led by lecturers or by using audio visual media. The difference with ordinary presentation is solely on STAD presentation really focusing on STAD unit. In this way, students will be aware that they need to focus during class presentation because it will help them to do quizzes as evaluation form in which their score will influence their team score.

Team

Team consists of four to five heterogenous students in terms of academic skill, sex, race, and ethnic.

The main function of team is to ensure that all team members really learn, or specifically to prepare the members for being able to do quiz well. After lecturer explains the material, team will gather around to learn worksheet or other material. This learning activity involves problem discussion, answer comparison, and correction if there is anything should be corrected. Team is the most important feature in STAD. Every point emphasized is always about making their group do the best to assist its members. Team gives fully support to every group members to enhance their academic performance, especially in learning process. The support could be giving attention and mutually respecting the result at the end. For example; relationship among groups, self-esteem, acceptance of students, and so on.

Quizzes

After three or four times meeting in STAD group, lecture gives twice or three times presentation in team activity, the students will be given quizzes. They are not allowed to help each other and do the quiz so as to make every student responsible individually to understand material.

Individual progress score

This aims at giving understanding about the purpose of reached performance if the students work harder and show their better ability than in previous time. Every student contributes maximum points to her/his own team in form of scores. This is unless students do their best efforts. Every student will be gotten initial score, which is gained because of their initial performance in doing the same quiz. They then will collect the score to their team based on the quiz score range and compared to their initial score.

Team recognition

Team will get certificate or any other recognition form if their average score reaches certain criteria. Team score also can be used to determine 20% of their class rank. The next step in STAD learning process according to Slavin are

(1) making preparation,
(2) dividing students into team,
(3) determining initial first score and
(4) binding team work (*Ibid.*, pp. 147-151).

There are three significant concepts for every team in STAD as follows: team recognition, individual accountability, and the same chance to succeed (Sharan, *op-cit*: 4). In every method, the groups might get certificate or award if they are able to reach certain fixed criteria. Basically, every group does not complete each other, but to reach goals together.

MATERIALS AND METHODS

Research Objectives

This research aims at finding the effective way to enhance social intelligence of Halu oleo University students through STAD cooperative learning type in material about democracy and human right (*tindakan demokrasi dan HAM)*. The following is the detail objectives of this study:

1.1. To design and apply STAD cooperative learning in action research to improve UHO students' social intelligence and ability.
1.2. To describe the improvement of UHO students' social intelligence in every cycle.
1.3. To fix the strategy of democracy and human right material presentation that can encourage students' awareness and social care to other people and humanity problem.
1.4. To develop new ideas and concept in every democracy and human right learning to increase students' awareness on how important the democracy values and human right in our nation.

Place and Time of Research

This research was conducted in Halu Oleo University during even semester in academic year 2011/2012 with the research subjects as much as 110 students that consists of 55 second semester students in civics education study program and 55 architecture engineering students.

Research Design

This research design is an action research which used qualitative approach, and was done collaboratively with lecturers who are responsible in civics study pogram in Haluoleo University environment. Action research is a kind of research which emphasizes more on social and education practice aiming at improving action quality (Elliott, 1991: 69). In education perspective, action research aims at testing the education practice systemically by using certain technique which leads to the improvement, a cycle process, followed by the discovery and reflective process to fix the implementation process. There were some consideration going through the research head in using collaborative qualitative design with lecturers civics study program in Haluoleo University. First, improving students' social intelligence in responding college life dynamics is not something easy to do, but it might be done collectively with appropriate policies. Second, action research with qualitative and collaborative approach is one of appropriate ways to fix certain social condition as stated by James Watson who then followed by Johnson who said that nothing can born without collaboration (Johnson, et.al, 2004: 20).

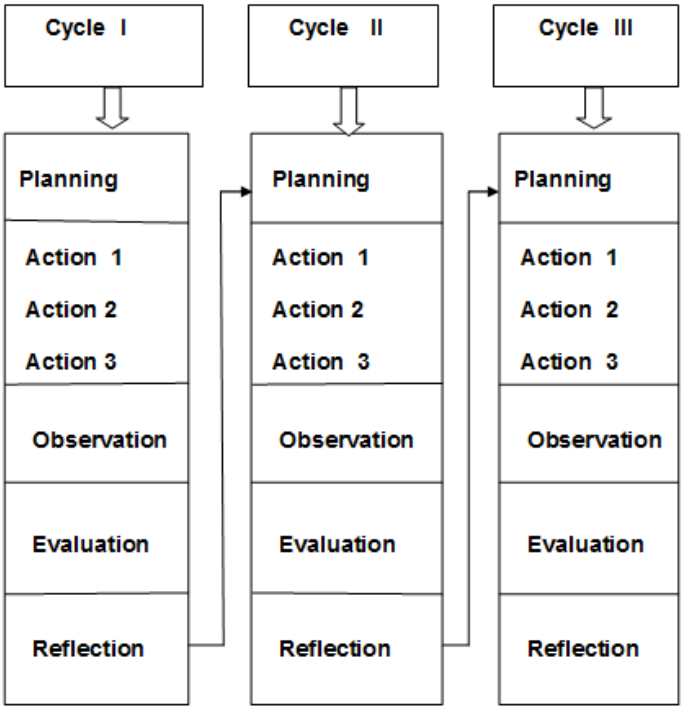
A research can be said as collaborative because of the involvement of some people in planning, implementation, observation, as well as the absolute reflective action needed. The research action form done was responsive-proactive action research, which means that this action research is responding proactively by collaborators by collecting data, analyzing problems, making plan, doing action, and controlling as well as evaluating the impact. The action research concept used in this research was adapted from developed concept of John Elliott with little modification, especially in regarding of reconaisance implementation modified to be evaluation. The concept choosing was based on clear steps consideration in every cycle applied and easily adapted by researcher and collaborators.

The design developed by Elliott which some experts said as development revision by Kurt Lewin emphasizing on action research steps and procedures which begin with

(1) Initial data identification,
(2) Field condition checking,
(3) Intervension planning,
(4) Doing action
(5)Implementation and result monitoring by doing observation,
(6) Giving problem solution by doing reflection.

According to Elliott concept (1991), the implementation steps in every cycle can be designed and implemented as following procedures:

Implementation Action of Every Reasearch Cycle



Research Focus

The focus of this action research was material in civics study program as one of personality development area with democracy and human right material (*Demokrasi dan Hak Azasi Manusia (HAM)*) as core civics module. The implementation of democracy and human right values in action intervension aiming at improving social intelligence of Halu Oleo University students in order that they can behave rationally, fairly, and wisely as well as respect others' right in their social interaction among students in college life.

The Technique of Data Collection

The data collection in this research was done by using four instruments:

(1) Questionnaire, used to measure the improvement of students' social intelligence,
(2) Guidance of observation used to observe all lectures and students' activities regarding the implementation of action,
(3) Guidance of interview used as a guide to gain information from lecturers as collaborative partners, students as subjects, and activists regarding to the substantial things in this research,
(4) Test, used to measure students' mastery about concept and values of democracy and human right as action material.

The technique of data analysis

There are two kinds of result data in this research. Qualitative data; interview result, would be analyzed qualitatively using interaction model developed by Miles dan Huber man, as follows; data reduction, presentation, conclusion, and verification. While quantitative data; questionnaire, observation, and test result would be analyzed by using percentage and average technique.

The Procedures of Action Research

This research was done in four steps;

(1) Preparation,
(2) Initial concept identification,
(3) Collection and analysis of facts,
(4) Action implementation, data tabulation and analysis.

Preparation Step

In this step, the researcher did some initial things as like permission and research location choosing. The permission of research was started by proposing research permission to postgraduate program of Jakarta State University (UNJ) which then be followed up to Halu Oleo University head as the one who takes in charge of research location. The head of UHO finally gave permission to do this research.

Initial Identification and Fact Analysis

To find out the learning and lecturing implementation of civics module on democracy and human right material in UHO, the researcher did fact finding and anaysis. This was done to ease the researcher in planning which consists of action steps, implementation, and supervising the implementation and result process to do cycle planning. Data collection through fact finding technique can be done in two approaches;

(1) The observation of lecturing process aiming at directly observing the authentic facts occured during teaching and learning process in classroom,
(2) Interview with research subjects to know about students' perception about learning approach, learning activities, and the variety of students' social intelligence level in responding the dynamics of campuss life regarding to harsh action, demonstration, conflicts among students, and similar.

The researcher involved the head of study programs and lecturers as collaborative partners in this action research. The result of observation and interview then was interpreted and analyzed descriptively first to cross check the feedback of field facts.

The result of observation and interview with collaborative unsure was determined by students in two faculties and two study programs in UHO during even semester in academic years 2011/2012 as the research location. Civics study program is represented the educational students and architecture study program students from non-educational students.

Action Implementation Step

The implementation of action research consisted of cycles, the number of cycles as the dynamic field condition especially to reach goal and successful criteria fixed. It means that if the research objectives have been met in this case to improve students' social intelligence, the cycle then was stopped and the research was considered as finished. The objective is seen met if the improvement score of students' social intelligence is considered high with minimum score is 99 and the maximum one is 132.

The research cycle consists of

(a) Planning,
(b) Action implementation,
(c) Observation,
(d) Evaluation by giving test or quizzes, and
(e) Reflections.

Planning Step

Planning step of this research is based on the facts finding gained through observation during teacing learning process and initial data regarding the social intelligence level of subjects through questionnaire about social intelligence. The result of observation and interview then would be discussed collaboratively with lecturers of civics study program to be completed together in form of action planning. The next step was preparing lesson plans, learning scenario, academic worksheet, quiz, and instruments needed in preparation of action interventions.

The Implementation of Action

In this step, all action planning will be done in accordance of tools supports and learning process equipment needed. The implementation of action was done by the lecturers in civics study program by using STAD type of cooperative learning method. The rundown of STAD cooperative learning method is begun by (a) material presentation by lecturer, (b) dividing students into groups based on STAD requirement, (c) quiz, (d) individual score, and (e) team recognition or high performance students' award.

Monitoring of Action Implementation Step (Observation)

In the implementation process, researcher acted as participative observer who did monitoring the running of teaching learning process while observing the result of intervention given as well as the lecturers' and students' activities in STAD cooperative learning. In monitoring the action implementation, the researcher was assisted by one other collaborative partner together to do observation.

Evaluation Step

In this step, the lecturers gave evaluation in form of quizzes designed with the researcher. It aims at finding out the students' mastery about learning material, as well as to determine group ranking in every action cycle. At the end of the cycle, the researcher assisted by collaborative lecturers to do evaluation about the students' social intelligence improvement by giving social intelligence scaled instrument which had been designed and verified in advance. It aims at gaining valid data about social intelligence of students in every implementation cycle.

Reflection Step

This step is reflection of every implementation process based on monitoring result through observation. In this case, the researcher and collaborative lecturers interpreted and analyzed the reached result in regarding of social intelligence improvement of students under STAD cooperative learning. The determination of score and standard is crucial to be committed in order to specify the needed steps including action to be undertaken in order to bring changing on students' performance. The result of this reflection was revised into next action plan done in the next cycles.

RESULTS AND DISCUSSION

Research Findings and Facts Analysis

There were three findings of this action research, as like

(1) The implementation of STAD consistently can improve students' social intelligence,
(2) The activities of lecturer and students during implementation can earn meaningful learning process,
(3) STAD cooperative learning could improve students' awareness about democracy and human right values, especially about the way to mingle among students in college area.

First finding: "the implementation of STAD consistently can improve students' social intelligence,"

The result of action research of UHO students in three cycles indicated the consistency of students' social intelligence. The research result through scale filling of social intelligence can be explained below:

(1) Civics Students as subject, the initial data showed that average raw score of students' social intelligence was 86,89 from ideal score 132. After doing tabulation, the raw score was divided by ideal score and multipled by 100, the average score before implementation was 65,82 of expected score 100. It means that the average score gained before implementing an action was categorized as low.

At the end of **cycle I**, the average raw score of civics students was 93,81 of 132; ideal score. After tabulating the raw score, the average score gotten was 71,06 of 100; expected score

which means that the score of students was categorized as moderate. There was a bit improvement.

At the end of **cycle II**, the average raw score of civics students was 99,56 of 132 as an ideal score. After tabulating the raw score, the average score gotten was 75,42 of 100. This indicates that the score was getting improved to be quite high.

At the end of **cycle III**, the average raw score of civics students 106, 29 of 132. After tabulating the raw score, the average score gotten was 80,52 of expected score 100. Hence the score of students was classified as high. This data indicates that the average score of civic students' social intelligence was significantly improved from low in cycle 1, to high in cycle 2, and getting higher in cycle 3.

Architecture students in engineering faculty

The initial data devoted that the average raw score of architecture students' social intelligence was 89,76 of 132 as ideal score. After tabulation process in which the raw score was divided by ideal score and the multiplied by 100, the average score became 68, which was interpreted that the average score of students was classified as low.

At the end of **cycle I,** the average raw score of students was 90,48 of 132; an ideal score. After tabulating this score by dividing this score with ideal score and multiplying with 100, the average score became 68,54, of 100 as expected score. This means that the average score after cycle 1 was categorized as moderate.

At the end of **cycle II,** the average raw score of students was 102,83 of 132; an ideal score. After tabulating this score by dividing this score with ideal score and multiplying with 100, the average score became 77,90 of 100 as expected score. This means that the average score after cycle II was categorized as quite high.

At the end of **cycle III,** the average raw score of students was 107,48 of 132; an ideal score. After tabulating this score by dividing this score with ideal score and multiplying with 100, the average score became 81,06, of 100 as expected score. This means that the average score after cycle III was categorized as high.

According to the result of social intelligence evaluation of architecture students in three cycles, there was significant and positive improvement of their social intelligence after being treated.

The second finding: lecturers and students activities in action implementation can result meaningful learning process"

Based on this observation, the implementation of STAD can be described and elaborated as follows:

Lecturers' activity during STAD implementation in civics study program

Cycle I, meeting or action I, the score was 67; meeting or action II gained 70 as score; and meeting or action III, the score became 72. The average score of lecturers' activity in cycle I was 69,66.

Cycle II, meeting or action I, the score was 80; meeting or action II gained 82 as score; and meeting or action III, the score became 84. The average score of lecturers' performance in cycle II was 82 of 100 as maximum score. There was improvement of lecturers' performance in learning process in cycle II as much as 12,34% compared with the same action in cycle I.

Cycle III, meeting or action I, the score was 94; meeting or action II gained 95 as score; and meeting or action III, the score became 96. The average score of lecturers' performance in cycle III was 95 of 100 as maximum score. There was improvement of lecturers' performance in learning process in cycle III as much as 13%.

Lecturers' activity during STAD implementation in architecture study program

Cycle I, meeting or action I, the score was 68; meeting or action II gained 70 as score; and meeting or action III, the score became 72. The average score of lecturers' activity in cycle I was 70.

Cycle II, meeting or action I, the score was 82; meeting or action II gained 82 as score; and meeting or action III, the score became 84. The average score of lecturers' performance in cycle II was 82.66 of 100 as maximum score. There was improvement of lecturers' performance in learning process in cycle II as much as 12,66%.

Cycle III, meeting or action I, the score was 95; meeting or action II gained 95 as score; and meeting or action III, the score became 95. The average score of lecturers' performance in cycle II was 95 of 100 as maximum score. There was improvement of lecturers' performance in learning process in cycle III as much as 12,34% compared with the same action in cycle II.

The students' performance under STAD cooperative learning type can be elaborated as follows:

(1) Civics students' performance in STAD cooperative learning process was about:

Cycle I, meeting I, the average score for students' performance was 66,18. Meeting II, the average score was 68,27. Meeting III, the average gained was 69,36. Therefore, the average score of students' performance in cycle I was 67,93 of 100; maximum score.

Cycle II, meeting I, the average score for students' performance was 79,09. Meeting II, the average score was 80,04. Meeting III, the average gained was 82,36. Therefore, the average score of students' performance in cycle II was 80,66 of 100; maximum score. There was score improvement in students' performance as much as 12,73% compared with cycle I.

Cycle III, meeting I, the average score for students' performance was 94,54. Meeting II, the average score was 94,90. Meeting III, the average gained was 95,27. Therefore, the average score of students' performance in cycle III was 94,90 of 100; maximum score. There was score improvement in civics students' performance as much as 14,24% compared with cycle II.

(2) Architecture students' performance in STAD cooperative learning process was about:

Cycle I, meeting I, the average score for students' performance was 68,72. Meeting II, the average score was 70,27. Meeting III, the average gained was 72,75. Therefore, the average score of students' performance in cycle I was 70,58.

Cycle II, meeting I, the average score for students' performance was 80. Meeting II, the average score was 81,27. Meeting III, the average gained was 83,27. Therefore, the average score of students' performance in cycle II was 81,51 of 100; maximum score. There was score improvement in students' performance as much as 10,93% compared with cycle I.

Cycle III, meeting I, the average score for students' performance was 94,09. Meeting II, the average score was 94,64. Meeting III, the average gained was 95,09. Therefore, the average score of students' performance in cycle III was 94,60 of 100; maximum score. There was score improvement in civics students' performance as much as 13,09% compared with cycle II.

Based on the discussion of lectures and students performance during STAD cooperative learning process as the action of this research, it depicts that there was positive performance improvement in learning. This means that the students and lectures performance during the action implementation in cycle I, cycle II, to cycle III resulted meaningful learning process, which encouraged the improvement of lecturers' and students' awareness to increase their performance by maximizing information synchronization about new concepts presented by lecturers in classroom with existing cognitive memory on their brain.

The third finding: STAD cooperative learning type can improve students' awareness about democracy and human right values

Evaluation result in form of quiz about students' understanding of democracy and human right values can be elaborated as follows:

(1) The average quiz score of civics students in teacher training and education faculty was:

Cycle I, the quiz score average was 71,56. In **cycle II,** the average score was 77,09. In **cycle III**, the average quiz score was 83,4. There was meaningful improvement from the cycle I, II, and III of civics students' quiz score.

(2) The average quiz score of architecture students in engineering faculty was:

Cycle I, the quiz score average was 74,43. In **cycle II,** the average score was 79,73. In **cycle III**, the average quiz score was 83. There was meaningful improvement from the cycle I, II, and III of architecture students' quiz score. By this improvement meant evaluation result in this case, quizzes, to all research subjects indicated that they gained better understanding about democracy and human right material as an action. This might be meaningful contribution to the effort of understanding and comprehension about humanity values implicitly and explicitly, as well as can enhance students' social awareness about democracy and human right value on their thinking and action.

It should be noted that during observation in the research process, there was improvement of students' awareness about democracy and human right value in their social interaction, especially in college circumtances in which they increase their awareness about individual right as almighty God blessings in form of freedom to propose opinion and be responsible as well as enhance their tolerance to accept every difference among them indicated by working along and cooperating as their words and actions. The improvement of students' awareness about democracy and human right values is expected that they might be able to behave fairly and wisely during their social interaction among the human beings, either in colleges circumtances or outside.

Conclusions and Implications

Conclusions

1.1. STAD cooperative learning type in civics module on democracy and human right material is proved to be able to improve university students' social intelligence. This is supported by three cycles data which indicated the consistency of score improvement of students' social intelligence in every cycle.

1.2. Lecturers and students' performance in this action implementation can result a meaningful learning process. This is supported by the increasing of students and lecturers' performance score in all learning activities in every cycle.

1.3. STAD cooperative learning type can improve students' awareness about democracy and human right values. This is supported by facts as the result of observation that students' awareness was increased especially about the values of democracy and human right in college environment which is shown by the gradually improvement of their awareness on individual right to propose ideas freely and be responsible as well as the increasing of their tolerance of our differences so as to work together, respect each other's as words and actions.

Implications

As the findings of this research, the implications of research can be divided into two types; thoritical and practical implications.

Theoritical Implications

- The implementation of STAD as an action in this research positively affects students' social intelligence as the subject as well as increases students and lecturers performance in learning process.
- The implementation of STAD gives opportunity to the improvement of basic skills and social intelligence of students, namely skill in organizing groups, discussing problems, building good interpersonal relationship, and analyzing social items.
- STAD cooperative learning design is able to create meaningful learning process, that is the suitability between information and new ideas with the existing information in students' cognitive memory. This might occur because material presented by lecturers has been learned in advance individually as condition to prepare group or team work.
- Learning process with democracy and human right material can increase students' awareness about the values of democracy and human right, especially about humanity values and its right as the blessings form almighty God which should be respected and maintained for everyone.

Practical Implications

- STAD cooperative learning type is applicable for all modules in university. Cooperative learning therefore has been tested empirically by many experts as the more effective way than tradisional or conventional learning method and can improve students' performance.
- The learning process designed cooperatively with collaborative approach or working together in certain team can result better than work individually. It is especially for problem solving oriented learning or building attitudes or values oriented learning. Since the contribution of team is much better than individual thought, it is one of the advantages of cooperative learning.
- By STAD cooperative learning scenario which is proved its effectiveness by many experts and teachers in all around the world, we would know that learning is not limited to memorize concepts, but it is more likely about how to build relationship with others, lasts long in students' memory and can be actualized whenever they want or need.
- The implementation of this learning model needs condusive and not strict academic supports with the procedural and textual rules which needs more time.

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