PAPER NAME

ISCE_STAD.pdf

AUTHOR

Anastasia Baan

WORD COUNT

4263 Words

CHARACTER COUNT

22970 Characters

PAGE COUNT

13 Pages

FILE SIZE

502.6KB

SUBMISSION DATE

Apr 28, 2023 8:56 PM GMT+8

REPORT DATE

Apr 28, 2023 8:56 PM GMT+8

19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 18% Internet database
- 6% Publications database
- Crossref database
- Crossref Posted Content database
- 5% Submitted Works database

Excluded from Similarity Report

- Bibliographic material
- Quoted material
- Cited material
- Small Matches (Less then 12 words)

ISCE : Journal of Innovative Studies on Character and Education
ISSN 2523-613X
Volume 4 issue 2, Year 2020
Journal homepage : http://iscjournal.com/index.php/isce

IMPLEMENTATION OF THE COOPERATIVE LEARNING MODEL STAD-TYPE TO IMPROVE LEARNING OUTCOMES IN INDONESIAN LANGUAGE COURSES FOR STUDENTS IN ELEMENTARY SCHOOL TEACHER EDUCATION PROGRAM

Anastasia Baan
Universitas Kristen Indonesia Toraja

ARTICLE INFO

icle history:
:eived: 28 Aug 2020
:epted: 12 Oct 2020
)lished: 16 Nov 2020

words:
STAD type cooperative learning model, Student Learning Outcomes

ABSTRACT

This study aims to describe the application of the STAD type cooperative learning model to improve learning outcomes in Indonesian language courses for students of the UKI Toraja Elementary School Teacher Education Study Program. The population of this study was 40 students in semester 1 of the Elementary School Teacher Education Study Program, while the sample consisted of 22 students. The collection of research data is by test and observation techniques. Data processing describes each variable. Research data were analyzed using descriptive statistics. Analysis is used to describe the ability of lecturers to manage learning, student activities and student learning outcomes tests. Analysis with descriptive statistics in the form of average scores for teacher abilities, percentages for student activity and average scores, highest scores and lowest scores for learning outcomes. The research results obtained are: 1) The lecturer's ability to manage learning using the STAD type cooperative learning model can be categorized as good. 2) Learning with the STAD type cooperative learning model can involve students actively during learning activities. 3) The application of the cooperative learning model STAD type can improve student learning completeness.

* Corresponding author.
E-mail addresses: anasbaan@ukitoraja.ac.id (Anastasia Baan)

INTRODUCTION

The progress of a nation is influenced by the quality of education of the nation itself. Because higher education can produce quality Human Resources and be able to compete. Therefore, education is an important thing in life. Improving the quality of education is reflected in student learning outcomes. While student learning outcomes are influenced by the quality of good education.

Education is a process of intentional activity to produce a desired result according to a set goal. Education can be obtained anywhere and anytime, both formal education, non-formal education, and informal education. Formal education is education that is pursued through the formal path of a school. Education through the learning process in the classroom as a formal educational institution faces various obstacles. Efforts to improve the quality of education, especially Indonesian language education, are still being pursued in Indonesia. This happens because it is believed that Indonesian is the mother of knowledge.

Realizing the importance of Indonesian in life, Indonesian should be one of the subjects preferred by students. But in reality, not a few of the students who do not like this subject. Most students think that Indonesian language courses are boring and uninteresting. This causes students to be less active and less interested in learning Indonesian. Therefore, the problem that is often faced by lecturers is the low student learning outcomes.

The application of the learning model still refers to the teaching paradigm with conventional learning models where learning is still fully centered on the teacher/lecturer and is also one of the causes of students' lack of reactivity in the learning process resulting in low student learning outcomes. In conventional learning the teacher/lecturer plays the role of transferring and passing on information (knowledge) so that students are not directly involved in learning. The level of student participation is very limited because the interaction is dominated by the teacher/lecturer. This makes students less open to learning so that they get bored and bored in every lesson, especially in learning Indonesian courses, as well as students' mastery of mathematics is lacking, especially in solving mathematical problems which are theories of mathematical discovery.

Based on these problems, we need an appropriate learning model that can involve students actively. Cooperative learning can be an alternative because this learning model prioritizes cooperation between students to achieve learning goals. Using the cooperative learning model can change the role of the teacher, from being teacher-centered to managing students in small groups. Many types of cooperative learning models have been developed by experts to be used in learning to create a deeper learning atmosphere so that the expected goals can be achieved. One of them is the STAD type cooperative learning model.

The STAD type cooperative learning model was chosen because this learning is designed in such a way that students are actively involved in the learning process and provide opportunities for students to work together and interact positively in groups. Thus, learning will run well so that the expected learning outcomes can be fulfilled.

Learning outcomes are changes that occur as a result of learning. The change is sought in the teaching and learning process to achieve the expected goals. Learning outcomes are a level of success achieved in an Indonesian language learning activity in the form of a score or value. According to Abdurrahman, learning outcomes are abilities that children acquire after going through learning activities (Jihad & Haris, 2012:14). Learning outcomes are the abilities possessed by students after they receive their learning experience. Learning outcomes are the results achieved from the teaching and learning process in accordance with educational goals (Purwanto, 2013: 54).

From the opinion above, it can be said that learning outcomes are influenced by intelligence and the child's initial ability about the material to be studied. This means that lecturers need to set learning goals according to the intelligence capacity of children and need to develop good learning plans and managers so that students are able to study well so they can get good grades.

THEORETICAL FRAMEWORK

Learning is a very fundamental element in the implementation of every type and level of education. Learning is a relatively positive and stable stage of student behavior change as a result of interaction with the environment that involves cognitive processes. Travers (Suprijono, 2009) learning is a process of producing behavioral adjustments. Learning is part of human interaction with the environment. According to Hudojo in (Jihad & Haris, 2012) learning is an activity for everyone. Learning as a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. From some of these expert opinions, it can be concluded that learning is a process of changing behavior in various aspects, including knowledge, attitudes and skills through one's interaction with the environment.

The learning model is appropriate and in accordance with the material and student development, so student learning interest will increase, there is no boredom for students to learn, if student learning interest rises, of course, children's learning outcomes also increase. It is clear that the learning model applied by the teacher can affect student learning outcomes.

There are many learning models developed by experts to get better learning outcomes. One of them is the cooperative learning model. The cooperative learning model was developed to achieve learning outcomes in the form of academic achievement, tolerance, accepting diversity, and developing social skills (Suprijono, 2009; 61). One type of cooperative learning model is the Student Team Achievement Division (STAD).

The Student Team Achievement Division (STAD) model is a learning model that is useful for building cooperation and mutual assistance among students. Student Team Achievement Division (STAD) is one of the simplest cooperative learning methods, and is the best model for the beginning stage for teachers/lecturers who are just using a cooperative approach. The STAD type Cooperative Learning Model is a Cooperative Learning approach that emphasizes activity and interaction among students to motivate each other and help each other in mastering the subject matter in order to achieve

maximum performance. Teachers/lecturers who use STAD convey new academic information to students every week using Verbal or text presentations.

STAD type cooperative learning combines the use of the caramah method, question and answer, and discussion. STAD has been used in various existing courses, one of which is the Indonesian language course. Learning begins with the delivery of subject matter. Students must know what will be studied and why it is important to learn. Each group is given a task and all students must master the material given because it will affect the value of the group.

STAD type cooperative learning steps are as follows:

a) Goal Delivery and Motivation
   The lecturer conveys the lesson objectives to be achieved in the lesson and motivates students to learn.
b) Group Division
   Lecturers group students into several groups, where each group consists of 4-5 people heterogeneously (mix according to achievement, gender, religion, and ethnicity).
c) Lecturer percentage
   The lecturer conveys the subject matter to students by means of lectures, demonstrations, discussions and/or through reading materials.
d) Team Learning Activities (Teamwork)
   Students study in groups that have been formed. Lecturers prepare work sheets (LKS) as guidelines for group work, so that all members master and each contributes. While the team is working, the teacher makes observations, provides guidance, encouragement and assistance when needed. This teamwork is the most important feature of STAD.
e) Quiz (Evaluation)
   Lecturers evaluate learning outcomes by giving quizzes about the material studied and also assessing the presentation of the work of each group. Students are given quizzes individually and are not allowed to work together.
f) Team Achievement Award
   After the quiz, the lecturer checks the results of student work and gives awards to the group for the group's success.

METHOD

Research Design

This research is a quantitative descriptive research that is intended to describe research variables such as lecturer abilities, student activities, and student learning outcomes in learning with the STAD type cooperative learning model. This research was conducted in one class, where in the early stages students were given a pre-test before being given treatment, in the next stage after being given treatment they were given a post-test. The research design is as follows:

R:	O_1	X	O_2

Information:
R : Sample taken by cluster random sampling
O1 : Initial test (pre-test)
X: The learning given/learning mathematics is STAD type cooperative learning
O2 : Final test (Post-test)

Population and Sample

According to Siregar (2012: 144), "The research population is the whole (universum) of research objects which can be humans, animals, plants, air, symptoms, values, events, attitudes to life, and so on." The population in this study amounted to 40 people. Sampling is a procedure in which only a portion of the population is taken and used to determine the desired characteristics and characteristics of a population (Siregar, 2012: 145). The sampling technique in this study used cluster random sampling. Researchers used cluster random sampling because the population has the same ability

Research Instruments

The research instrument is a tool that can be used by researchers to collect data. There are three instruments used in this study, namely:

- *Observation Sheet on Lecturer's Ability to Manage Learning*

This instrument is used to determine the ability of lecturers to manage learning with the STAD type cooperative learning model. This instrument is adapted to the activities carried out by lecturers in learning using the STAD type cooperative learning model. The aspects observed include:

a) initial activity (delivering learning objectives and motivation).
b) core activities (grouping students, explaining material, giving worksheets to work on in groups, guiding students to discuss in groups, guiding groups to present the results of discussions).
c) final activity (giving quizzes/evaluations, guiding students to summarize material and giving awards).
d) time management.
e) class atmosphere (enthusiastic lecturers and enthusiastic students).

- *Student Activity Observation Sheet*

*T*his instrument is used to determine student activity. This instrument is adapted to the activities carried out by students during the learning process with the STAD type cooperative learning model. The aspects observed include:

a) listen and record the lecturer's explanation
b) divide into groups
c) answer questions from lecturers or friends
d) do/discuss assignments (LKS) given by the lecturer

e) ask the lecturer or friends
f) present the results of the discussion
g) do the quiz individually
h) summarize the subject matter
i) irrelevant behavior

- *Study Results Test*

Learning achievement tests are used to measure the extent to which students' ability to master the material being taught. The test that will be developed in this study is a test in the form of essay questions. The test instrument was compiled by the researcher himself. Before being used, consult with supervisors and lecturers to be examined and validated. The type of validation used is content validation.

Data Collection Technique

- *Observation*

Observation or direct observation is the activity of collecting data by conducting direct research on the environmental conditions of the research object that supports the research, so that a clear picture of the condition of the research object is obtained. The observation sheet is filled in by an observer at each meeting. To obtain data about lecturers' ability to manage STAD-type cooperative learning, instruments are used in the form of observation sheets on lecturers' abilities to manage learning using STAD-type cooperative learning models in each teaching and learning process. Observations were made during the learning process by an observer. The observer wrote down the observation category code or put a mark (√) in the lecturer's assessment column on the observation sheet. Observations are made every 2 minutes.

Student activity observation sheets are used to determine student activity during the STAD type cooperative learning process in each meeting. Data about student activities were obtained by observing one group of students. Observations were made from the beginning of the learning activity until the teacher closed the lesson on the selected group of students. The observer writes down the numbers of the dominant student activity categories that appear every 2 minutes.

- *Study Results Test*

The learning outcomes test is given twice. The initial test (pre-test) is given before learning is carried out with the aim of knowing students' initial abilities. While the final test (post-test) is given with the aim of knowing the completeness of student learning outcomes after being taught using the STAD type cooperative learning model.

Data Analysis Technique

The data analysis technique used in this research is descriptive statistics. Descriptive statistics are used to describe lecturer abilities, student activities and learning outcomes. The analysis technique is described as follows:

- *Lecturer's Ability to Manage Learning*

Data from observations of lecturers' ability to manage learning is calculated using the formula:

$$\bar{x} = \frac{\sum X_n}{n}$$

Information:

$\overline{x}$ = average result of observation of ability to manage learning
$\sum X_n$ = Average number of observations
n= many meetings or observations

From the results of the average score obtained then categorized according to the categorization of Karuru (2004) as follows:

0.00 – 1.49	Not Good
1.50 – 2.49	Less Good
2.50 – 3.49	Fairly Good
3.50 – 4.49	Good
4.50 – 5.00	Very Good

- *Student Activity*

From the results of observing student activities in learning activities will be analyzed with descriptive statistics in the form of the frequency and percentage of each activity that occurs during learning activities. The formula used is:

$$P = \frac{\sum F_A}{\sum A} \times 100\%$$

Information:
P : Percentage of Student Activity
∑FA : The number of observed student activity frequencies
∑A : The total number of activities

From the results of the average score obtained then categorized according to the following categorization:

85 – 100%	Very active
70 – 84%	Active
55 – 69%	Moderate
40 – 54%	Less active
0 – 39%	Inactive

- *Learning Outcome Test*

Analysis of learning achievement test data is used to determine the completeness of student learning outcomes calculated using the formula:

$$Skor = \frac{\mathrm{T}}{\sum \mathrm{T}} \times 100$$

Information :
Q : Gain Weight
∑T : Total weight of the question

For completeness criteria based on the Minimum Completeness Criteria (KKM) that has been determined, namely 68. So students are declared complete if they get a minimum score of 68.

RESULT

Description of the Lecturer's Ability to Manage Learning with the STAD Type Cooperative Learning Model

Observation of the management of STAD-type cooperative learning is used to determine the ability of lecturers to manage STAD-type cooperative learning models. The research data that has been obtained are analyzed, then converted to a categorization score for the ability of lecturers to manage learning, which consists of 5 assessment criteria, namely: not good (0.00-1.49), not good (1.50-2.49) , quite good (2.50-3.49), good (3.50-4.49) and very good (4.50-5.00).

The results of observations on the management of learning during teaching and learning activities using instruments are briefly presented in table 1.1 below, while data processing can be seen in Appendix 12.

Table 1.1 Lecturer Ability Data to Manage STAD Type Cooperative Learning

No	Observed Aspects	Score Each Meeting		Average Score	Category
		P1	P2		
Initial activity					
1.	Preliminary Activities Convey learning objectives	3	4	3,5	Good
2.	Motivating students to learn	2	3	2,5	Pretty good
Average Observations				**3**	Pretty good
Core activities					
3.	Heterogeneous grouping of students	3	4	3,5	Good
4.	Explain learning material	3	3	3	Pretty good
5.	Distribute Student Worksheets	4	4	4	Good
6.	Guiding students to discuss in groups	3	4	3,5	Good
7.	Guiding the group to present the results of the discussion	3	3	3	Pretty good
Average Observations				**3,4**	Pretty good
End activities					
8.	Giving Quiz (Evaluation)	4	4	4	Good

9.	Guiding students Summarizing Material	3	4	3,5	Pretty good
10.	Giving Awards	3	4	3,5	Good
Average				**3,666666667**	Good
Time					
11.	Time Management	4	4	4	Good
Average Observations				**4**	Good
Class situation					
12.	Student enthusiasm	3	4	3,5	Good
13.	Lecturer enthusiasm	4	4	4	Good
Average Observations				**3,75**	Good
Average Number of Observations				**17,81**	
Overall average				**3,563333333**	Good

.

Information :

P1 : The first meeting

P2 : Second meeting

Based on the table of observations made by observers, it shows that overall the lecturer is able to manage learning well. Where in the initial activities the lecturer was able to manage learning quite well with an average score of 3. This ability included 2 aspects, namely conveying learning objectives with an average score of 3.5, a good category and motivating students with a score of 2.5, a fairly good category.

The ability of lecturers in core activities is quite good with an average score of 3.4. This ability consists of five aspects that are observed, namely: grouping students heterogeneously, with a score of 3.5 categories. Explaining the subject matter, in this case the teacher can manage learning quite well with a score of 3. Distribute worksheets with an average score of 4 good categories. Furthermore, lecturers are also able to manage learning in the aspect of guiding students to discuss in groups with an average score of 3.5. Guiding students to present the results of the discussion in this case the teacher is able to manage learning quite well as can be seen from the average score of 3.

In the final activity above, it shows that lecturers are also able to manage learning well. This can be seen in a score of 3.66 which includes 3 aspects, namely giving quizzes, guiding students in summarizing material, and giving awards. Then in the fourth part above it is explained about time management with a score of 4 which means that the lecturer is able to manage learning time well. Furthermore, in the fifth section above it is also stated that the class atmosphere is relatively good with a score of 3.75 which includes 2 aspects, namely student enthusiasm with a good score of 3.5 and student enthusiasm

with an average score of 4 good categories. By looking at the aspects observed above, it can be concluded that students are able to manage the STAD type cooperative learning model which is quite good, with an average score obtained of 3.56.

Description of Student Activities in STAD Type Cooperative Learning

Student activity in learning with the STAD type cooperative learning model was obtained from observations using student activity observation sheets. The results of the analysis of student activity data are presented in Table 1.2

Table 1.2 Percentage of student activity in learning

	Obseved Aspects	Precentage	
		P1	P2
1	Listen/note the teacher's explanation	29,4	29
2	Divide yourself in groups	7,5	7,5
3	Answer teacher or friend questions	1,88	1,6
4	Do/discuss worksheets	26,9	27,5
5	Ask a teacher or friend	7,81	6,9
6	Presenting the results of the discussion	9,69	10
7	Take quizzes individually	10	10
8	Summarizes the subject matter	5	5
9	Irrelevant behavior	1,9	2,5
	Amount	100	100

Information :
P1: 1st meeting
P2: 2nd meeting

Description of Student Learning Outcomes

Data on student learning outcomes were obtained through tests given to students, namely pre-tests to find out students' prior knowledge before being given treatment and post-tests after being given learning treatments followed by 22 students. Analysis of learning outcomes tests can be seen in table 1.3.

Table 1.3 Student Learning Completeness

Respondents	Score		Mastery	
	Pre-test	Pos-test	Pre-test	Post-test
1	11	74	Not Completed	complete
2	14	61	Not Completed	Not Completed
3	20	88,5	Not Completed	complete
4	27	91	Not Completed	complete
5	21	75,7	Not Completed	complete
6	38,5	90	Not Completed	complete
7	27	81	Not Completed	complete
8	28,5	65,7	Not Completed	Not Completed
9	20	91	Not Completed	complete
10	21	68,5	Not Completed	complete
11	14	78,5	Not Completed	complete
12	30	87	Not Completed	complete
13	14	84	Not Completed	complete
14	22,8	61	Not Completed	Not Completed
15	22,8	68,5	Not Completed	complete
16	30	90	Not Completed	complete
17	14	81	Not Completed	complete
18	4,2	77	Not Completed	complete
19	30	88,5	Not Completed	complete

20	18,5	68,5	Not Completed	complete
21	27	78,5	Not Completed	complete
22	17	78,5	Not Completed	complete
Amount	475,7	1731,4		
Average	21,6	78,7		

Based on the Minimum Completeness Criteria used, students are considered to have completed their studies individually if they achieve a score of ≥ 68. Based on table 4.3 above it shows that there is not one student who has completed learning out of 22 students, while the student final test data as shown in the table above is known that of the 22 students who took the final test there were only 3 people who did not pass, because their learning results did not reach the applicable KKM. This is written from the value obtained between 61 - 91 while the KKM value is 68.

CONCLUSION

Based on the results of this study, it can be concluded as follows:

1) The lecturer's ability to manage the STAD type cooperative learning model can be categorized as good. This can be seen from the average score for the 2 meetings of 3.56.
2) Student activities during cooperative learning type STAD involve students actively, so that learning is student-centered. This can be seen in the average score of student activity percentage of 63.59%.
3) By applying the STAD type cooperative learning model can improve student learning completeness. This can be seen from the increase in student learning outcomes before being taught (pre-test) with an average score of 21.6 and after being taught (post-test) with an average score of 78.7. Student completeness increased to 86.36%.

REFERENCES

Amri, S. dan Rohman, M. (2013). *Strategi & Desain Pengembangan Sistem Pembelajaran.* Jakarta: Prestasi Pustaka.

Cahyo, A. N. (2013). *Panduan Aplikasi Teori-Teori Belajar Mengajar: Teraktual dan Terpopuler.* Jogjakarta: Diva Press.

Jihad, A. dan Haris, A. (2012). *Evaluasi Pembelajaran.* Yogyakarta: Multi Pressindo.

Karuru, P. (2004). *Pengembangan Perangkat Tutorial IPA Mahasiswa D-II PGSD Universitas Terbuka NPBJJ-UT Makassar.* Jakarta: UT-Press.

Patandean, H. (2012). *Penerapan Model Pembelajaran Kooperatif Tipe STAD pada Pembelajaran Matematika Siswa Kelas VII SMP Advent Mebali*. Skripsi: UKI Toraja

Purwanto. (2013). *Evaluasi Hasil Belajar.* Yogyakarta: Pustaka Pelajar.

Rusman. (2012). *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru (Edisi Kedua).* Jakarta: Rajawali Pers.

Sagala, S. (2007). *Konsep dan Makna Pembelajaran*. Bandung: CV Alfabeta.

Sani, R. A. (2013). *Inovasi Pembelajaran.* Jakarta: Bumi Aksara.

Siregar, S. (2012). *Statistika Deskriptif untuk Penelitian: Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 17.* Jakarta: Rajawali Pers.

Suprijino, A. (2009). *Cooperative Learning: Teori dan Aplikasi PAIKEM.* Yogyakarta: Pustaka Pelajar.

Uno, H. B. *Orientasi Baru dalam Psikologi Pembelajaran.* Jakarta: Bumi Aksara.

Yosep. (2013). *Upaya Peningkatan Keaktifan Belajar Siswa Kelas VIII-D SMP Negeri 10 Malang Pada Materi Gradien Dan Persamaan Garis Lurus Melalui Model Pembelajaran Learning Cycle,* (Online) (http://jurnal-online.um.ac.id/data/artikel/artikelAF13614D0E6A89BE6A329855B34EE3CC.pdf, diakses 4 Mei 2015)

19% Overall Similarity

Top sources found in the following databases:

- 18% Internet database
- Crossref database
- 5% Submitted Works database
- 6% Publications database
- Crossref Posted Content database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	repository.ukitoraja.ac.id Internet	4%
2	media.neliti.com Internet	2%
3	usnsj.com Internet	1%
4	iscjournal.com Internet	1%
5	ijicc.net Internet	1%
6	coursehero.com Internet	<1%
7	C Natasha, A G Subakti. "The effect of pricing on purchase decisions in... Crossref	<1%
8	researchgate.net Internet	<1%

9	pasca.um.ac.id Internet	<1%
10	bircu-journal.com Internet	<1%
11	digilib.unimed.ac.id Internet	<1%
12	eprints.uny.ac.id Internet	<1%
13	digilib.unila.ac.id Internet	<1%
14	moam.info Internet	<1%
15	ojs.mahadewa.ac.id Internet	<1%
16	core.ac.uk Internet	<1%
17	ijcat.com Internet	<1%
18	journal-innovations.com Internet	<1%
19	journal.uin-alauddin.ac.id Internet	<1%
20	repositori.uin-alauddin.ac.id Internet	<1%

21	journal.uad.ac.id Internet	<1%
22	e-jurnal.stkiprokania.ac.id Internet	<1%