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The Implementation of Cooperative Learning Method using STAD Technique In Order To Increase Activity and The Student's Study Outcome

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Abstract

The author did observation in class X IPS that have been held in Senior High School 1 Turen, Malang regency, based on the observation during learning process, the student were pasive. They only gave less respond during learning process. Based on the interview with Ms. Etika Dewi Rahmawati, known as teacher economy subject, she explain the reasons why the student have low outcome because they are less active during learning process. Through the interview and the observation wich has been done, so that we need to solve that problem by changing the fundamental of learning process. Cooperative methode technique STAD can help student to increase their activity in the class. This type of research is PTK (Research Action Class) that consist of two cycles, every cycles has 4 steps: (1) planning, (2) implementation, (3) observation, and (4) reflection. The subject in this research is class XIPS 2, the amount of the subject are 33 student. The learning material which are used in this reseach are central bank, payment system and the instrumental of payment. This research is held at second semester in Januari 2017. The instrument of this research are observation sheet and test to evaluate learning outcome. The result of this reseach show that the learning process with the aplication of using learning methode technique STAD, generally can make student more active. The average of their activity in the first cycle is 62.40% and in the second cycle is 79,31%. It also occurs the increasing of learning outcome, in the first cycle is 45,45% and in the second cycle is 90,32%.

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INTRODUCTION

Education changes as development progresses era, so there is no longer view that teacher just give the information and knowledge to students. In the development of the world of educational the teacher are required as a facilitator, mentor, to guide and apply the enjoying class. One of the way to improve the quality of education is by solved the problem that the student feel in the process of learning. Based on observation of economic learning conducted by the author in the class X IPS SMAN 1 Turen Malang, it is known that during this time in learning process the passive student just listen what the teacher explain, student are afraid to express their opinion and answer when the teacher give some question, even though to reach the learning objective are also needed the activity of student in learning process.

Discussion activities in the classroom are rarely done, the result of the discussion activities are less than optimal because they only does their homework then collected their homework without discussion, the teacher less guiding in discussion and there are many student don't participate in discussion some student do the task and many student make a noisy and not doing the task the teacher give. That the matter show that the liveliness of discussion and teamwork in group is still not enough, that matter will take effect to student's outcomes. The teachers are difficult in learning process with many student that make a noisy and not give attention when teacher explain the lesson. Therefore most of the student in X class be difficult to understand the lesson even though lucky or not the result of learning is depends on learning process.

The student are not liveliness in learning process then the outcomes is low, from the result of the interview with Etika Dewi Rahmawati the teacher of economic explain that outcome the students is low because the student are not active in learning process, just a few of student is active in learning process and also many student are sleepy in learning process. From the result of interview with a few student, they said the economic learning process are boring because just listen and notes the lesson. From the result of daily test economic lesson we know that the student outcome still low in X IPS 2. Learning experience". According to Thobroni (2009: 56) result of learning is define as "patterns of action, values, understandings, attitudes, appreciations and skills. "According to Dimiyati and Mudjiono (2013: 200) define "result of learning used to know the level of success achieved by students after attending a learning activity".

The implementation of the learning model Student Team Achievement Division (STAD) considered being in accordance with the existing theory that the team is the most important key feature in STAD. In addition, this research also supports previous research conducted by Hasyim (2017) through a study entitled "The Implementation of Student Team Achievement Division and Talking Stick". With the conclusion the Student Team Achievement Division and Talking Stick can run well. Evidenced by the increase of cycle 1 with the good category to cycle 2 with the very good category.

METHOD

The kind of this study using classroom action research, is intended as one of the efforts to improve liveliness and result of learning student. The author is directly include in implementation of research. Classroom action research consists of four activities performed in a recurring cycle. The four main activities that exist

in each cycle are planning, implementation, observation, reflection. Subjects in this study were students of class X IPS 2 with amount students as many as 33 students, composed by 19 male students and 14 women students. Collection technique data in this study using 4 instruments namely, observation, test, field notes, and documentations.

RESULT AND DISCUSSION

Implementation of action in cycle 1 implemented 2 times meeting, held on Wednesday 4 January 2017 and the day Wednesday 11 January 2017. With the time allocation used at cycle time 1 is 6X45 minutes. At meeting 1 allocation of the time is 3X45 minutes and meeting 2 allocation is 3 X45 minutes. In cycle 1 doing application of learning method cooperative STAD technique with formed small groups composed by 5-6 people heterogeneously. Division of groups by counting together to solve problems or doing the task by the teacher. Next the students do presentations in front of the class with the group to talk the results of group discussions and sessions group interviews, while the other group preparing an offer, add on, or responses that will be submitted to the group that presents in front of the class and the best groups will be rewarded appreciation by view liveliness of each group and precision of solving problems. Implementation of action in cycle 1 assisted by Mrs. Etika Dhewi R as an economics teacher and also as observer 1 and Ahmad Zulianto as Observer 2 from S1 Education Colleagues Economics State University of Malang.

Based on result of comparison of analysis of action cycle 1 with cycle 2 shown in table 1 shows that based on note observer observer sheet 1 and observer observation sheet 2 in cycle 1 during 2 times meeting appeared 59 indicator from 68 indicator with percentage in cycle 1 amount 86,7 %, in cycle 2 based on note observer observation sheet 1 and observer 2 observation sheet rose to 64 indicator from 68 indicator with a percentage of 94.1%. From analysis of student learning result shown in table 3 is seen that there is an increase in cycle 1 to cycle II. Where the difference of the average learning result is 7.18 it seen from the student post-test result of each cycle, and the difference mastery learning is 44,87% seen from student post-test result cycle I and cycle II.

Application of methods STAD technique learning on cycle I hasn't been implemented with good and there are still some weakness, this is because there are several steps that have not been implemented in cycle 1 the teacher does not give apperception by linking material first, teacher looks nervous or not calm while standing in front of students, teachers also do not provide reinforcement of discussion after the group answer questions or problems, teachers also doesn't reflect the learning activity that should be give questions to students during closing learning activity. On reflection cycle 1 teacher is got suggestion from observer to be more calm at learning process, teacher improve the implementation of learning in cycle II, teacher not just giving personal assignments, but the teacher has implemented the step method of learning techniques STAD is better in cycle II so the activity and results of learning students are increasing.

The results of research showed that the learning method cooperative STAD techniques can increase student activity, at cycle I student activeness

enough this is because there is still lack and students look afraid and shame ask the teacher, the students feel afraid the question is wrong and embarrassed by friends, presentation is only done representative group to move forward while the other members looks isn't ready to answer questions when his group presented the result of discussion because the members groups that are not presentations not focused on discussion activities, other groups also look less watching and joked when there are groups present the results of the discussion and during question and answer session, student ability each group is not evenly distributed because teachers share members group by way of counting. In cycle II student activity already well, students are not afraid ask questions and be embarrassed by the teacher approached students who were afraid and ashamed when asking the teacher with giving no reinforcement wrong in asking, student feel no longer afraid ask teachers and embarrassed to his friends, presentation activities is also done by the student maximally, all member of group go in front to/

From the result above, it must to make fundamental changes starting from the learning process. There for only one way it can use for a teacher to reach the optimal learning process to increase the activity and the students result, and the learning purpose can be held successfully that is teachers can use a learning methods. To increase the activity and the result of study and help students to communicate and express their opinions with the cooperative learning techniques method (STAD).

By apply cooperative learning techniques method STAD will help the students to increase the creativity in the learning process, this is accord with Trianto's opinion (2014; 109) "By using the STAD cooperative model can help students to increase the activity of the class to always active participate in the learning process, be able to communicate and express their opinion, and understand the material which is related and get maximum learning result by means of students formed in a group. According to Slavin (in Uno, 2014:107) STAD is "cooperative learning is the simplest, because learning activities are still so close related with conventional learning and STAD model is the model suggested in the 2013 curriculum".

The students also are required to be able to communicate material with other students. This is accord with Trianto's opinion (2010;56) who explain that "Cooperative learning is learning that takes shelter in constructivist theory. This learning arises from the concept that students will more easily find and understand difficult concepts if they discuss with each other because students are required to regularly work actively in groups to help each other". With the purpose of learning materials will be easy accepted and expected students can be motivated in learning so as to increase the activity and maximum learning result on economic subjects central banking, payment systems and payment instruments in the Indonesian economy. Based on the description above, the authors will conduct research with the title "Application of Cooperative Learning Techniques STAD Method" to increase activity and the students learning result in economic lesson in 10 grade social 2 of SMAN 1 Turen Malang regency.

According to Slavin (in Paul Eggen and Don Kauchak, 2012:144) define "STAD learning model is a cooperative learning strategy which gives the team a compounded ability to exercise to learn concepts and skills with their students

together". According to Kurniasih (2015:22) STAD learning model is "a learning model developed by Slavin and his friends at Johns Hopkins University. STAD type cooperative learning is one type of cooperative learning model using small groups with members of each group of 4-5 students are heterogeneous. Begin with sharing the learning purpose, the delivery of the material, the activities of group, and appreciation". Based on Slavin and their friend (in Uno, 2014:107) STAD is "cooperative learning approach is the simplest. It said like that, because learning activities is to close related with conventional learning. Consist of five component main that is presentation class, the team's work, quiz, the score individual improvement and appreciation team. STAD type in group using small groups with members of each group of 4-5 person.

"According to cognitive theory, learn to show existence of souls very active, the soul of processes information that we received, not just save it without making a transformation" Gage and Berliner (in Dimiyati and Mudjiono 2013:45). Based on this theory children have an active nature, constructive and capable to plan something, children capable to look for, plan and use the knowledge it obtained. In the teaching and learning process the child is able to identify, formulate the problem, find and determine the facts, analyze, interpret and conclude (Dimiyati and Mudjiono 2013:45). While according to Sudirman (2000:98), activity is activities that are both physical and mental, that is do and think as a circuit that cannot be separated.

Based on Sudjana (2010:22) referred to "the learning result is students ability after he received his group presented the results of the discussion, all of members group focus discussion activities that is presentation and interview, When interview other groups who don't presentation also active give a respond, question for groups who presentation all od the student also look focus in discussion activities and the learning process because the ability of each group evenly, no groups dominate, all the same because Division of a group based on the cycle study results I. Cooperative learning techniques method STAD can increase the students learning result, in cycle I the students learning result not good still many students not completed the learning.

This is because there are some students make noise when the teacher explains the material, the student interrupts the teacher's conversation when explain with refute but refutation not in accordance with the learning material it makes other students feel disturbed in the mastery of material obtained when the teacher explained, Students who sit behind also not focused when the teachers explain the material, the student's view is visible to the window because the teacher is too long standing in front of when explain the material, Students roar and cried out when looking for members of the group this is makes other students not focus on learning to discuss. On cycle II students learning result already well this is because the students no longer noisy argue when the teachers explain the material because afraid get punishment from teacher, student who sit behind already look focus in learning process listening what the teachers explain and also noted when the teachers explain, the movements of teachers in the classroom is done well, teacher always get around when explain the material as well as guiding discussion activities, students also not shouting when distribution group so not disturb concentration of other students in learning.

CONCLUSION

Application of cooperative learning techniques STAD method to increase liveliness and learning result on economic subjects in class X IPS 2 Senior High School 1 Turen Malang district even semester of academic year 2016/2017. This is look an increase in the percentage of learning activities from cycle I 86,7% to cycle II 94,1%. Application of cooperative learning techniques STAD method to increase liveliness on economic subjects in class X IPS 2 Senior High School 1 Turen Malang district even semester of academic year 2016/2017. This is look anincrease liveliness student from cycle I 62,40% to cycle II 79,31%. Application of cooperative learning techniques STAD method to

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