The Efforts in Improving the Civics Learning Achievement through Cooperative Learning Method of STAD Model (Student Teams Achievement Division) on the Grade VI Students of Semester 2 at SDN Karangsemanding 02 Jember in 2017/2018 Academic Year

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ABSTRACT

Collaborative learning activities are able to trigger the active learning. Teaching and learning activities done in the classroom stimulate the active learning. Hence, doing the exercises or tasks within small groups and explaining the ideas to others are used to foster the students’ activities. Based on the results of this research, the conclusions drawn were: (1) The cooperative learning method of STAD model improved the quality of Civics learning. (2) The cooperative learning method of STAD model gave a positive impact in improving the students’ learning achievements indicated by an increase in the student’s learning completeness on each cycle, involving cycle I (68.96%), cycle II (86.20%), cycle III (100%). (3) The cooperative learning method of STAD model provided the students with the attention and opportunity to deliver their opinions, thoughts, ideas, and questions. (4) The students were able to work independently or within group, and be responsible on the individual and group assignments.

INTRODUCTION

A teacher plays a very important role in determining the quantity and quality of teaching being carried out. Thus, a teacher needs to think and plan carefully to improve the students’ learning opportunities and enhance his teaching quality.

Civics learning does not prioritize on the understanding through information achievement, but its emphasis is in developing the capability and information processing. (Hartoyo, 2010: 24). Pete Tschumi from the University of Arkansas Little Rock presented the introduction to computer lesson three times; first, the students worked individually, and the second one they were grouped. In the first class, there were found 36% of students obtained C
scores or higher; and 58% and 65% of students got C scores or higher (Felder, 1999: 14 in Nabisi Lapono, 2008). According to the explanation above, the researcher carried out the research entitled “The Efforts in Improving the Civics Learning Achievement through Cooperative Learning Method of STAD Model (Student Teams Achievement Division) on the Grade VI Students of Semester 2 at SDN Karangsemanding 02 Jember In 2017/2018 Academic Year”.

Based on the background above, the problems formulated by the researcher were as follows: (1) how was the improvement of Civics learning achievement through the implementation of the cooperative learning method of STAD model on the grade VI students of semester 2 at SDN Karangsemanding 02 Jember in the 2017/2018 academic year?, (2) how did the cooperative learning method of STAD model affect the Civics learning motivation on the grade VI students of semester 2 at SDN Karangsemanding 02 Jember in the 2017/2018 academic year? In accordance to the problems above, this research was intended to: (1) to find out the increase of civics learning achievement after being implemented by using the cooperative learning of STAD model in the grade VI students of semester 2 at SDN Karangsemanding 02 Jember in the 2017/2018 academic year, (2) to find out the effect of Civics learning motivation after being implemented by using the cooperative learning of STAD model in the grade VI students of semester 2 at SDN Karangsemanding 02 Jember in the 2017/2018 academic year, and (3) to provide an overview of appropriate learning method to improve the students’ learning achievement and made them active in teaching and learning activities.

If the STAD (Student Teams Achievement Division) method was implemented to deliver the material during the teaching and learning process to the grade VI students in Semester 2 in the 2017/2018 academic year at SDN Karangsemanding 02 Jember, it would be possible for the grade VI students in semester in the 2017/2018 academic year at SDN Karangsemanding 02 Jember to get better learning interests and learning achievements if compared to the teaching and learning process done by the previous teacher”.

The researcher targetted this research to be used as follows: (1) fostering the researcher’s knowledge and insight about the role of Civics teacher to improve the students’ understanding in Civics learning, (2) becoming the contribution of thoughts for Civics teachers in teaching and improving the students' understanding in Civics learning, (3) having no longer monotonous Civics teaching and learning process, (3) finding out an appropriate learning strategy, unconventional yet varied, (4) the increase on the students’ activeness in doing the assignments independently and within group, (5) constructing the teaching material to be more interesting, so that the learning process was in accordance with the objective and improving the students’ academic achievements. Due to the time limitation, the problem limitations needed were as follows: (1) this research only targetted the grade VI students of semester 2 in the 2017/2018 academic year at SDN Karangsemanding 02 Jember, (2) this research was conducted in April of even semester in the 2017/2018 academic year.

An effective teaching and learning condition refers to the student's interest in learning. Interest is defined as a characteristic existing in a person. It affects the learning significantly since somebody will do something he is interested in. On the other hand, without having the interest, somebody is impossible to do something. Regarding the importance of interest in learning, Ovide Declory (1871-1932) as based on the education system on the focus of interests possessed by everyone, covering the interests in food, protection against climate influences (clothing and housing), self-defense against various dangers and enemies, sports teamwork (in. Mursela and Usman, M. Uzer, 2009: 27).
A motive refers to a reason owned by a person which encourages him to do something, or a situation happened to a person or organization which triggers his readiness to do series of behavior or actions. Meanwhile, motivation was defined as a process to activate the motives into actions or behavior to fulfill the needs and achieve the objectives, or condition and readiness within individual which encouraged their behavior to do something in achieving certain objectives. (Uzer, M. Usman, 2009: 28-29).

Learning is a process, a way in making people or living things learn. Meanwhile, learning is defined as an effort to acquire intelligence or knowledge, change the behavior or response after facing some experiences. (KBBI, 2008: 14). Learning was a process which changed the behavior; it was not due to the process of physical growth, but in habits, skills, increase, the development of brain power, attitudes and others. (Soetomo, 2013: 120).

Cooperative learning referred to a teaching which involved the students to work within groups to determine the common objectives (Felder, 1994:2). In cooperative learning, the students are not merely as the learning objects but also the subjects as they are able to implement their creativities optimally during the learning process. It happened as the cooperative learning became an alternative method in approaching the problems, being able to do great tasks, improving the communication and social skills, and gaining self-confidence.

Cooperative learning were well-conducted if the students possessed cooperative skills. Nur (2009: 25) pointed out that the students needed to possess the elementary, intermediate and advanced stages of cooperative skills. The elementary stage of cooperative skills, Intermediate cooperative skills, Advanced level cooperative skills.

The steps in the cooperative learning of STAD model were as follows: (1) Grouping the students with each group consisting three to five, (2) Learning activities were started when the teacher’s presentation explained the lessons of problem explanation, providing data, giving examples, (3) Understanding the concept by giving group assignments to the students, (4) The students were given individual tests or quizzes and their group member were not allowed to help each other, (5) The results of the next test or quiz were compared with the previous mean scores and the Points given to the the student who achieved or exceeded their previous performances. These points were then summed up to obtain group scores. After that, the teacher awarded the group that had the best performance or fulfilled certain criteria.

METHODOLOGY

Research location is the location used in conducting research to obtain data. This research location was in Class VI of SDN Karangsemanding 02 in 2017/2018 school year. Research time is the time in which the research takes place or when the research is conducted. This research was conducted in April, even semester of 2017/2018 academic year. The research subjects were grade VI students for the 2017/2018 academic year on the subject of the Free and Active Indonesian Political System.

According to his understanding, action research is research on things that occur in society or a target group, and the results can be directly imposed on the community concerned (Arikunto, Suharsimi 2012: 82). In accordance with the type of research chosen, which was action research, this research used an action research model from Kemmis and Taggart (in Arikunto, Suharsimi, 2012: 83), which was in the form of a spiral from one cycle to the next cycle. Each cycle includes planning, action, observation, and reflection. The spiral cycle of the stages of classroom action research can be seen in the following figure.
The explanation of the flow: (1) Initial plan/design, before conducting research, the researcher compiled the problem formulation, objectives and made an action plan, which included research instruments and learning tools, (2) action and observation, including actions taken by researchers as an effort to build students' understanding of concepts and to observe the results or effects of the application of the STAD model of cooperative learning method, (3) reflection, the researcher examined, saw and considered the results or effect of the actions taken based on the observation sheets filled out by the observer, (4) revised design/plan, based on the results of the reflection from the observer, the researcher made a revised design to be implemented in the next cycle.

The data collection tool in this research was a teacher-made test which functions were: (1) To determine how well students have mastered the learning material that has been given in a certain time, (2) To determine whether a goal has been achieved or not; and (3) To obtain a value (Arikunto, Suharismi, 2002: 19). To determine the effectiveness of a method in learning activities, data analysis is necessary. This research used a qualitative descriptive analysis technique, which was a research method that described reality or facts in accordance with the data obtained with the aim of knowing the students’ learning achievements, as well as to obtain students’ responses to learning activities during the learning process.

To assess formative tests. The mean score of formative test can be formulated by:

$$\bar{X} = \frac{\sum x}{\sum N}$$

With: $X = $Mean score  
$\sum X = $The sum of all students’ scores  
$\sum N = $Total number of students

Figure 1. CAR Flow
For learning completeness based on the instructions in curriculum 13 (K13) of SDN Karangsemanding 02, a student is considered to have completed learning if he has achieved a score of 65% or a value of 65, and a class is considered to have completed learning, even though in that class there are 85% who have achieved more than or equal to 65%. To calculate the percentage of learning completeness, the following formula was used:

\[ P = \frac{\sum \text{Students who have completed learning}}{\sum \text{Student}} \times 100\% \]

The observation sheet for the management of the STAD cooperative learning method. To calculate the observation sheet for the management of the STAD cooperative learning method, the following formula was used:

\[ X = \frac{P_1 + P_2}{2} \]

Where \( P_1 = \) Observer 1 and \( P_2 = \) Observer 2

Teacher and student activity observation sheet. To calculate the teacher and student activity observation sheet, the following formula was used:

\[ \% = \frac{x}{\sum x} \times 100\% \text{ with} \]

\[ X = \frac{\text{Number of observation results}}{\text{Number of observations}} = \frac{P_1 + P_2}{2} \]

Where : \( \% \) = Percentage of observations
\( X \) = Mean score
\( \sum x \) = The sum of all students’ scores
\( P_1 \) = Observer 1
\( P_2 \) = Observer 2

RESULT AND DISCUSSION

Cycle 1
Planning Stage. At this stage the researcher prepared a learning tool consisting of lesson plan 1, formative test questions I and supporting teaching tools.

Activity and implementation stage. The implementation of teaching and learning activities for cycle I was done on April 7, 2018 in Class VI with a total of 29 students. The implementation of the STAD model cooperative learning method was carried out through the following stages: (1) Implementation of learning, (2) Group discussion, (3) Test, (4) Group reward, (5) Determining individual and group scores. In this case, the researcher acted as a teacher, while the Civics teacher and Class VI homeroom teacher as the observers. The teaching and learning process referred to the lesson plan that has been prepared. Observations were carried out simultaneously with the implementation of teaching and learning. Aspects which gained poor criteria were motivating students, conveying learning objectives, time management, and enthusiastic students. The four aspects that received bad scores above were a weakness that occurred in cycle I and was used as material for reflection and revision that was carried out in cycle II. In cycle I, in general, teaching and learning activities using the STAD model of cooperative learning have been implemented well, although the role of the teacher was still quite dominant in providing explanations and directions, because the model was still new to students.

The average value of students’ learning achievement was 6.79 and learning completeness reached 68.96% or there were 20 students out of 29 students who had completed learning. These results indicated that in the first cycle classically students have not
completed the learning because students who got scores of $\geq 65$ were only 68.96% smaller than the desired percentage of completeness which was equal to 85%. This was because students still felt new and did not understand what the teacher meant and used by applying the STAD model of cooperative learning method.

Reflection. In the implementation of teaching and learning activities, information obtained from observation were as follows: Teacher was not maximum in motivating students and in conveying learning objectives. Teacher was not maximum in time management. Students were less active during learning.

Data Analysis of Cycle I. 1) Psychomotor Aspect: There was no student who got score of 60; however, the students who got score of 70 were 15 (38.46%) and the score of 80 were 2 (61.54%). It indicates that the students who got score above 70 were 61.54% in which was categorized as incomplete classically. 2) Affective aspect: The students who got score of C were (15.38%) and score of B were 26 (66.67%). The students who got score of A were 7 (17.95%). It indicates that the students who got score above C were 84.62% in which was categorized as complete classically.

Cycle II

Planning. At this stage, the researcher prepared the learning instrument consisting of two lesson plans, two formative tests, and other supportive learning devices.

Implementing. The implementation of teaching and learning activities for cycle II was conducted on April 14th, 2018 in the VI grade class with the total number of students of 29. The implementation of STAD cooperative learning model was done through the following steps; (1) Learning implementation, (2) Group discussion, (3) Test, (4) Group Reinforcement, (5) Individual and group score determination. The observation was conducted altogether with the implementation of teaching and learning.

The aspects observed in the teaching and learning (cycle II) which was done by the teacher using STAD cooperative learning model obtained sufficient good assessment from the observer. It indicates that from all of the assessment, there was no score that less than the minimum criteria. With the completion of the aspects I above, the implementation of STAD cooperative learning model expected the students to be able to conclude what they had learned and expressed their opinion so that they would be able to understand what they had done.

The most dominant activity of the teacher in the cycle II was guiding and observing the students in determining concept that was 25%. If it is compared to the cycle I, this activity was improved. The teacher activity that reduced was one of giving feedback/evaluation/questioning-answering (16.6%), explaining difficult material (8.2%), asking the students to discuss and present the result of the activities (8.2%), and guiding the students in concluding the lesson (6.7%). Meanwhile, for the most dominant activity of the students was working with the member of group of (21%). If it is compared to the cycle I, this activity was improved. The students’ activity that reduced was listening/paying attention to the teacher’s explanation (17.9%), discussing with peers/with the teacher (13.8%), writing relevant to the teaching and learning (7.1%), and concluding the lesson (6.7%). The students’ activities which were improved covered reading book (12.1%), presenting the learning result (4.6%), responding to/asking question/ideas (5.4%), and doing the evaluation test (10.8%).

The mean score of students’ achievements was 7.29 and the learning completeness was 86.20% or there were 25 out of 29 students completed the learning. This result showed that, in the cycle II, the learning achievement was classically improved and better than the
cycle I. It happened because the teacher had informed that in the end of the lesson there would be a test so the students were more motivated to study in the next meeting. Moreover, the students were already understood what was meant and wanted by the teacher with the implementation of STAD cooperative learning model. Therefore, further cycle no need to be conducted.

Data Analysis of Cycle II. (1) Psychomotor aspect: There was no student got score of 60, the students who got score of 70 were 15 (38.46%), the students who got score of 80 were 24 (61.54%). It indicates that the students who got score above 70 were 61.54% in which were categorized as incomplete classically, (2) Affective aspect: The students who score of C were six (15.38%), the students who got score of B were 26 (66.67%), and the students who got score of A were 7 (17.95%). It indicates that the students who got score above C were 84.62% in which were categorized as complete classically.

Reflecting. In the implementation of the learning activities, the results of the observation obtained were: motivating the students, guiding the students to draw conclusion.

The Completeness of student learning outcomes. From the result of the research, it was known that the STAD cooperative learning model has positive impact in improving the students learning achievement. It can be seen from the students’ understanding, on the teaching material explained by the teacher, was better and improved from cycle I to cycle II and to cycle III as many as 68.96%, 86.20%, and 100% respectively. In the cycle III, the students’ learning completeness was classically achieved, while the group who got award was group I whose score was the highest among other of 6.17.

The teacher’s ability in Managing the learning. Based on the data analysis, it was obtained that the students’ activities in the teaching and learning process with STAD cooperative learning model improved in each cycle. It is positively affected their learning achievement which can be seen from the improvement of the mean score in each cycle.

The teacher and students’ activities during learning. Based on the data analysis, it was known that the students’ most dominant activities in the learning process of Civics learning with political system material using STAD cooperative learning model as working in group, listening to/paying attention to the teacher’s explanation, and discussing with peers/teacher. Therefore, it can be concluded that the students were categorized as active.

Meanwhile, the teacher activities during the learning process were well-implemented. It started with the steps of teaching and learning activities and applying contextual teaching of problem-based teaching models. This can be seen from the activities of teacher covered activities to guide and observe students in finding concepts, explaining difficult material, providing feedback/evaluation/question and answer in which these activities got a high percentage.

![Figure 1. The Comparison of Learning Outcomes Improvement](image)
CONCLUSION

Based on the research results of the three cycles, it can be concluded that: (1) the STAD cooperative learning model improved the quality of Civics learning, (2) the STAD cooperative learning model had a positive impact in increasing students’ learning outcomes which was characterized by an increase in students’ learning completeness in each cycle, that were cycle I (68.96%), cycle II (86.20%), and cycle III (100%), (3) the STAD cooperative learning model made the students feel as they get attention and opportunity to express opinions, ideas, and questions, (4) the students were able to work independently or in groups, and also to be responsible for individual and group assignments, (5) the implementation of the STAD cooperative learning model had a positive effect which increased the students’ motivation.

From the research results, in order to make the Civics teaching and learning process is more effective and optimal, it is suggested that: (1) to implement the STAD cooperative learning model requires sufficient preparation, so that the teacher must be able to determine or choose a topic that can actually be applied with the STAD cooperative learning model to obtain optimal results, (2) to improve the students’ learning achievement, the teacher should train the students with various teaching methods more often, even though at a simple level in which can make the students get new knowledge, acquire concepts and skills which results in their success in solving problems they face, (3) further research needs to be conducted due to the limitation of this research which is only depends on the results obtained from grade VI of SDN Karangsemanding 02 in the 2017/2018 academic year, and (4) similar research shall contain improvements to obtain better results.

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