Implementation of STAD Cooperative Learning to Improve Activeness and Learning Outcomes of Class VII B Students at SMPN 22 Semarang

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Abstract

This study is classroom action research, proposing to reveal the possibility of Student Teams - Achievement Division (STAD) to improve the activeness and learning outcomes of Class VII B Students at SMPN 22 Semarang on Social Sciences. It was carried out in two cycles and involved 32 students of Class VIII-B from the second semester of the academic year 2021/2022. Data were collected using observation of students' activeness, as well as posttests of the cycle I and cycle II. The data were analyzed descriptively. The results showed that the average percentage of student activity increased from 56.72% pre-cycle to 67.66% in cycle I and to 78.28% in cycle II. Student learning outcomes also experienced an increase in pre-cycle average scores from 71.56 to 76.25 in cycle I and 85.88 in cycle II. Students who completed the study were 13 students (40.63%) in the pre-cycle, 22 students (68.75%) in cycle I, and 30 students (93.75%) in cycle II. Based on the research results, the STAD model can improve learning outcomes and the activity of class VIII-B students of SMPN 22 Semarang through cooperative learning.

INTRODUCTION

Education has been acknowledged as a predominant factor in the history of human development and civilization. It helps any individual growth potential with Nobel characters. Education is one of the primary solutions to solve various issues—or even future ones. The urgency of education leads to the need for appropriate systems, staff, and facilities to meet the objectives (Jayadi, 2020).

Education plays a very significant role in ensuring the survival of a nation and state's survival and developing the quality of human resources. It is responsible for establishing a quality society, especially in preparing students to become objects that increasingly take part in displaying their excellence by being creative, independent, and professional in their respective fields. Education can also be interpreted as a process with specific methods so that people gain knowledge, understanding, and ways of behaving according to their needs (Sari, 2020).

As a component in the education system, the teacher dramatically influences the results of school teaching and learning processes. Their existence has a very close relationship with students' development; the binding between them is a relationship of authority. That kind of relationship does not bring fear to students but a relationship that requires awareness to reveal their determination and a solid attitude because of their professional abilities. Thus, it

catalyzes students to achieve their personality and become unified human beings (Jayadi, 2020: 18).

Social Sciences is a field of knowledge taught in junior high schools. Concerning the implementation of the Curriculum 2013 in this study, the focus will be on Social Sciences. Of course, critical thinking can initially be encouraged by activities that foster curiosity and a willingness to ask questions. Conducive conditions for the process of critical thinking can occur when the teacher can create the interaction of the learning process. Changes to the curriculum's social studies learning structure in the Curriculum 2013 require adjustments and various obstacles for teachers and students (Devega, 2019).

Social Sciences learning has become one of the many subjects taught in traditional schools because it departs from the problems that occur in Indonesian society. It aims to make good citizenship. Indicators of good citizens can think critically/positively; communicate well; synergize/cooperate reasonably; have good adaptability, and honesty and openness. The phenomenon in Indonesian society still shows a return from the ideal goal after studying social studies. If this is still happening, the social studies learning process has not yet developed the ability to become good citizens. This is because it is necessary to disclose any problems in social studies learning so that the right solutions can be effectively sought to realize social studies learning objectives (Dani, 2019)

In teaching and learning activities, the teacher can be flexible in using one method; instead, they should use various methods to make the teaching process manageable. However, implementing various methods will not benefit learning activities unless all is done appropriately—by paying attention to the situation, including the psychological conditions of students (Sulfemi, 2019).

Social Sciences is compulsory for junior high school students in classes VII, VIII, and IX. It aims to make students know their social environment so that they can adapt to the environment and have sensitivity to various phenomena. It is the hope of all parties that each student achieves the best learning outcomes. However, in reality, not all students achieve the results expected. The level of learning mastery in studying social studies can be seen from learning achievement, which is generally expressed in the form of grades. Lack of mastery of the IPS concept results in a low score. Some students get low scores even though the teacher has made the best effort so that students do not experience learning difficulties (Shasliani, 2019).

Social Sciences is considered a subject that most students saturate as understanding the material requires careful thinking and broad insight. In this subject, they have to learn various (other) sciences such as History, Economics, Geography, Sociology, and so on. In addition, teacher-centered learning—commonly applied in practice—does not involve students actively, so learning is less effective and causes boredom, which can cause students to be less enthusiastic. This situation will affect student learning outcomes (Mahmuddin et al. 2020)

A teacher has an essential role in the success of the learning process. Success can be seen from the achievement of learning objectives. One of the achievements of learning objectives is that students can understand the material presented by the teacher. In the whole process of education in schools, teaching and learning activities are essential activities. The achievement of educational goals is mainly determined by how students experience the teaching and learning process. Students who study will undoubtedly experience a change in knowledge, understanding, skills, values,

and attitudes. Teachers, as people who are considered to be able to transfer knowledge to students, are expected to carry out tasks professionally following the disciplines they have (Kurniawan, 2020).

According to Kasanah (2021) and Dirna (2022), students' activeness during the learning process indicates their desire or motivation to learn. Students are said to have activeness if behavioral characteristics are found, such as 1) students continually ask questions or ask for explanations from their teacher when there is material or problems they cannot understand and solve, and 2) students express their ideas and discuss with others. Meanwhile, the activeness in the learning process is marked by: 1) students actively ask questions to the teacher or group mates, 2) students actively express opinions, 3) students actively contribute to less relevant student responses, or one of the students actively solves the problem given by the teacher, and 4) active students independently work on assignments given by the teacher.

The results of the pre-cycle in Class VIII of Social Studies show that of 32 students in Class VIII-B, those passing mastery learning only 13 people (40.62%). Meanwhile, students who have yet to achieve mastery learning 19 (59.38%). The average score of 71.56; the highest score is 80, and the lowest score is 60. The pre-cycle results for class VIII-B are the lowest compared to classes VIII-A, VIIIC, VIII-D, VIII-E, and VIII-F. Therefore, the researcher made improvements in learning to increase their learning outcomes by applying cooperative learning methods through classroom action research procedures.

One suitable learning method that can improve learning outcomes is Student Teams-Achievement Division (STAD). This method is included in the cooperative learning type. The most prominent feature of the STAD method is using individual quizzes at the end of each lesson. In this method, students learn in small groups whose members are heterogeneous. They use activity sheets or learning tools to complete learning material. Students can help each other to understand the subject matter through peer tutors so that discussions occur. Then, individual quizzes will be eventually held (Maufurroh, 2020).

According to Hurrahmah (2019), the STAD model can create active, innovative, creative, and fun learning for students. Such learning will generate enthusiasm and affect the achievement of optimal student learning outcomes. Several factors enable this model to create a pleasant learning atmosphere for students. These factors are due to its features that demand cooperation, student-centered learning, and awards for the best team.

The syntax in the STAD learning model makes students the center of learning activities (Student Centered). This kind of learning will increase the intensity of active student involvement. This active process of asking and arguing allows students to express themselves and fosters critical thinking. As the center of the learning process, students are accommodated to generate new solutions to a problem given by the teacher. Students' self-expression, critical thinking, and discoveries will foster their creativity. This will positively affect a pleasant learning atmosphere because there is no emphasis on them (Azni in Mirhasli, 2021).

According to Fiteriani (in Agustinah, 2021), the advantages of the STAD cooperative learning model include (1) encouraging students not to rely too much on the teacher so that they can increase confidence in their thinking skills, (2) developing the ability to express ideas or ideas verbally and compare them with others, (3) help students respect other people, realize all their limitations, and

accept all differences, (4) help empower each student to be more responsible and active in learning, (5) act as a strategy to improve academic achievement, develop a sense of self-esteem, and manage time and positive attitude towards school, (6) develop students' ability to test their ideas and understanding—then receive feedback, (7) improve students' ability to use the information and abstract learning abilities to become real, and (8) trigger interaction and stimulation during cooperative learning that can increase motivation critical thinking.

Whipple (in Syahputri, 2018) explains several activities for students in learning, namely: 1) visual activeness, which includes reading and paying attention to demonstration pictures, experiments, and other people's works, 2) oral activeness, such as stating; formulating, asking questions, giving suggestions, issuing opinions, conducting interviews, and having discussions, 3) listening activeness, for example listening to conversations, discussions, music, and speeches, 4) writing activeness, such as writing stories, essays, reports, and questionnaires, 5) drawing activeness, for example drawing and making graphs, maps, and diagrams, 6) motor activeness, including conducting experiments, making constructions, and playing, 7) mental activeness, for example responding, remembering, solving problems, analyzing, and making decisions, and 8) emotional activeness, such as taking interest and feeling bored, happy, excited, excited, and calm.

In this study, the indicators of students' activeness observed were (1) visual activeness, in which students have to pay attention during learning, (2) oral activeness, in which students ask questions and express opinions during learning, (3) writing activeness, in which students take notes during learning, and (4) emotional

activeness, in which students enjoy participating in learning.

RESEARCH METHOD

This study is classroom action research—a type of study conducted by teachers at schools they teach. The study emphasized perfecting or improving learning processes and praxis (Asrori & Rusman, 2020). This study was conducted in three cycles at SMP Negeri 22 Semarang. The subjects of this study were 32 2nd semester students in Class VIII-B of the academic year 2021/2022. Data were observation results on students' activities and a list of scores on Social Sciences to find out whether the activities and learning outcomes have met predetermined performance indicators ≥ 75% (activeness) and ≥ 85% (classical completeness). Data sources were the actions of students during the learning process and test scores at the end of the cycle.

All data was quantitative in the form of learning outcomes. Scores were obtained from the results of written tests at the end of each cycle after applying the STAD cooperative learning model. The increase in student learning outcomes during learning activities was analyzed by comparing the average test results in each cycle. Test result data was utilized to determine the completeness of student learning outcomes. There are two categories of learning completeness, namely, individually and classically. Individual learning completeness provided that students have achieved a minimum score of 75.

RESULTS AND DISCUSSION
Description of Initial Condition

Class VIII-B students tended to be passive, only paying little attention to the material presented by the teacher. Their accumulative completeness score still needs to be higher. Only 13 people (40.62%)

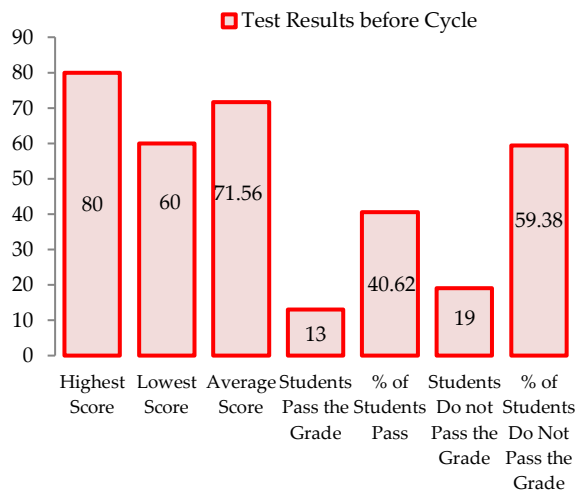complete the study. The average score is 71.56.

Figure 1. Graph of Pre-Cycle Results.

Description of Cycle I Results

After implementing the action research Cycle I with the application of the STAD model, the results of observations of the highest student activity in cycle I became 79.69 compared to the pre-cycle of 67.19, the lowest student activity became 57.03 compared to the pre-cycle of 46.06. The average activity classically becomes 67.66% in the moderately active category compared to the pre-cycle 56.72 in the moderately active category.
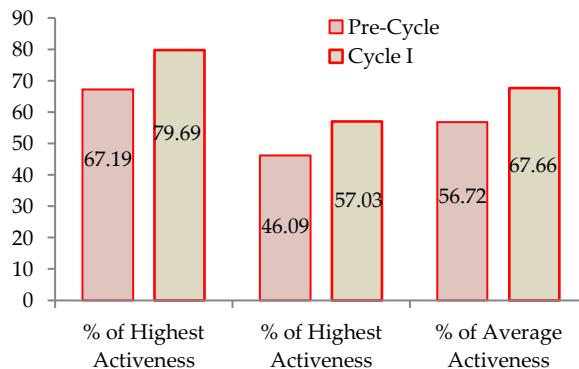

Figure 2. Comparison of Pre-Cycle and Cycle I Students' Activeness.

Both the lowest and highest scores increase. The average score inclines from 71.56 to 76.25. The percentage of classical

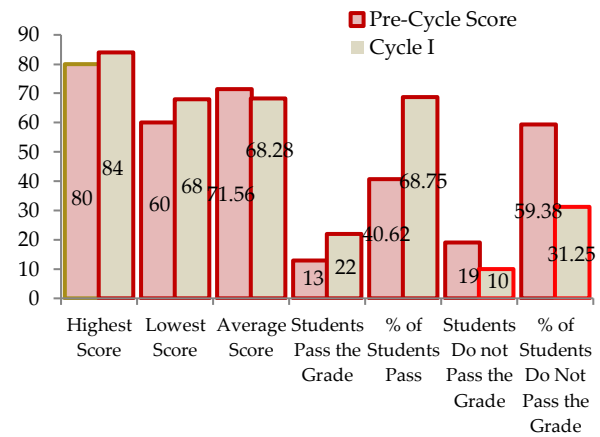completeness increases from 40.62% (pre-cycle) to 68.75%.

Figure 3. Comparison of Pre-Cycle and Cycle I Learning Outcomes.

Description of Results in Cycle II

After the implementation of the action research in cycle II, the activeness increases. Based on the observations, the average percentage of classically active students escalates to 78.28% (active category). The average score of learning outcomes increases from 82.17 (cycle I) to 85.88 (cycle II). The percentage of classical completeness inclines from 68.75% to 93.75%.
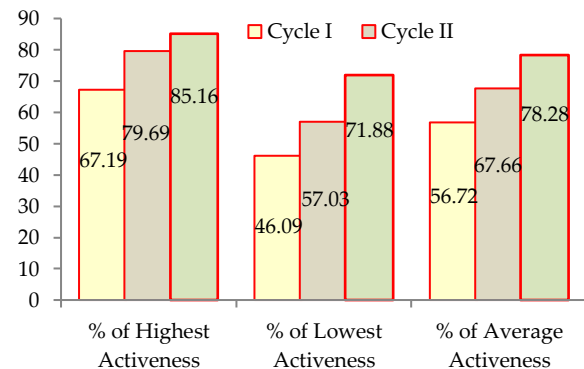

Figure 4. Activeness in Pre-Cycle, Cycle I, and Cycle II.

Student learning outcomes also increased compared to cycle I. The average value of learning outcomes during the cycle I was 82.17 to 85.88 in cycle II. The percentage of classical completeness

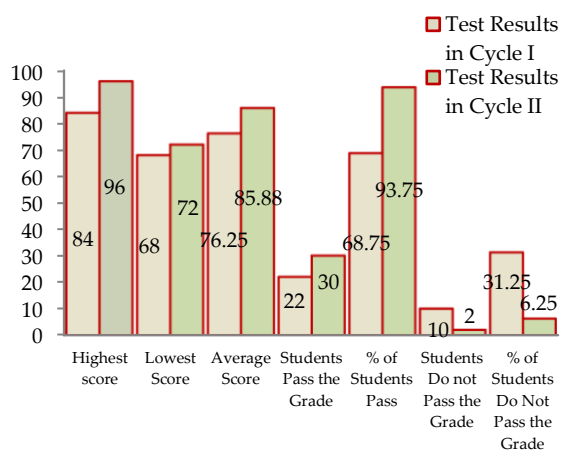increased from 68.75% in the first cycle to 93.75% in the second cycle.

Figure 5. Comparison of Learning Outcomes in Cycle I and Cycle II.

CONCLUSION

Social Sciences learning on Basic Competency 3.4 with the primary material "Changes in Indonesian Society during the Colonial Period and the Growth of National Spirit (sub-topic "Conditions of Indonesian Society during the Colonial Period") applied Student Teams-Achievement Divisions (STAD). This cooperative learning model can increase the activeness and learning outcomes of the SMP Negeri 22 Semarang VIII-B students. The results point out that the average activeness is 56.09 in pre-cycle (sufficient), 67.66 in cycle I (sufficient), and 78.28 in cycle II (active). Meanwhile, the learning outcomes variable also inclines. Its average score is 71.56 in pre-cycle, 76.25 in cycle I, and 85.88 in cycle II. Students who pass the study are 13 (40.62%) in pre-cycle, 22 (68.75%) in cycle I, and 30 (93.75%) in cycle II. Based on the results, implementing STAD can increase students' activeness and learning outcomes.

Some suggestions are drawn: 1) the school principal is expected to obtain insight into STAD application to support teachers, 2) teachers, especially in Social Sciences, can get used to applying the STAD cooperative learning method, which has proven positively increase both variables, and 3) students are expected to be active in the learning process by using the STAD model to obtain in-depth knowledge and optimal learning achievement. This study can be used as a reference for further research.

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