STAD Learning Model to Improvement of Activity and Student Learning Outcomes

Sigit Santosa [1,] Muchlisotul Furda [2], Siti Nurlaela[3], Sarsono[4]

[1,2)] *University Sebelas Maret of Surakarta Indonesia*
[3, 4)] *University Islma Batik Of Surakarta Indonesia*
Corresponding Author: Siti Nurlaela

ABSTRACT *: This leads to inactivity and low learning of students in student learning outcomes. Various attempts have been made by the Government to improve the quality of national education. Most of the teaching and learning activities is still dominated by the teacher or the teacher can be active, while the students just sit, listen, noting there are even some students who live with a State of drowsiness so that students look less active learn. Each cooperative learning model there are advantages and disadvantages of each. Student activity in learning depends on the role of teachers. In general learning model can increase the liveliness of the students. Need to implement cooperative learning methods in the learning activities of any Maple. Need for better classroom management especially in dealing with students who often make crowded and rowdy, so that the implementation of the activities of learning can run well and smoothly. Prepare a summary of the subject matter in students in order for all students to have material for study. Time management so that all learning activities with any model can be implemented properly.*

Key words: *cooperative learning, active students, student learning outcomes*

I. INTRODUCTION

The development of education in Indonesia from the colonial era until now, education has become better or even vice versa. Indonesia itself preoccupied with affairs of politics and Government so the confusion of the educator in the face of changes in education. The necessity of the reform in education of course also viewed from the aspect of internal and eskternal. Never mind that reformed the curriculum is a curriculum, which will involve all components of education. Now this school is facing difficulty in putting together the curriculum due to curriculum changes along with the turn of leaders in this country. Students who become the subject of pembelajaranpun feel the impact of the changes in the curriculum. But the very felt teachers as implementers of learning at school. Not to mention the teacher burdened the Administration Affairs of the learning ditiap the turn of the curriculum are always different. Based on the obtained findings Saudi Arabia, self-regulated learning and social connectedness were successful in making significant improvements among students exposed to flipped classroom mode compared to their counterparts in the traditional group. The results demonstrate that flipped classroom strategy can be used to promote self-regulated learning and enhancing students' social connectedness (Jdaitawi, M., 2019).

Common problems in education in Indonesia namely learning system that has not been good, e.g. the methods and models of instruction, inappropriate or lack of interest of students. This leads to inactivity and low learning of students in student learning outcomes. Various attempts have been made by the Government (Kemendiknas) to improve the quality of national education, ranging from the refinement of the curriculum up to renewal in the learning process which is considered to have an important role in business improve the quality and the quality of national education. The onset of the renewal in the areas of curriculum, teachers are expected to change their previous learning systems-oriented teacher (teacher center) into a system of learning-oriented students (student center), change the learning system the previously more emphasis on mastery of the material into the learning system put more emphasis on process skills and abilities of students. The teacher or school is also expected to make the character of the students become better. Use cooperative learning methods will make students become better at learning achievements and activities of the students.

II. LITERATURE REVIEW

Some of the factors which may be an indicator that student learning is still low among other things is the sense of responsibility for his duties is still low, students rarely asked, argued in the lessons and the lack of cooperation between the students in the working on or understand the lessons even though the teacher is already applying learning strategies by applying the approach process skills, yet also shows students learning activeness. Each learning activity there are learning activities, because in principle learning is doing to change patterns of behaviour. While the learning process will not take place without the presence of learning activities. Activity

aimed at students, of which a teacher only as facilitators to make students become active with a range of activities provided at the students in learning and help students achieve the goals of the learning activity. Based on the data source mentioned that in class XI-IPS 2 MAN 1 Sumenep, most teaching and learning activities (KBM) is still dominated by the teacher or the teacher can be active, while the students just sit, listen, noting there are even some students the silence with a State of drowsiness so it looks less active students learn reach 64.04%, while students are active learning achieve 35.96% in the class. This is because the factors of learning activities that are carried out are less likely to make students active in learning, because the teacher just use model lectures in the learning activities than on other models. In addition at the time of learning is done in group learning activities of students is very low. Based on the student's learning progress during the liveliness of mind that students are asking as much as 26.31%, students argue 21.05%, and 31.58% questions answered.

Table 1. The Activity of The Students

Activity Of The Students	Prosentase
ask questions	26,31%
Argue	21,05%
answers questions	31,58%

Data Sources processed 2019.

Based on interviews conducted with 10 students of Class XI-IPS 2 MAN 1 Sumenep tend of them say that the subjects of geography is very tedious because too many concepts that must be memorized (a lot of rote) by students, students are also much less understanding about usability, benefits and application of geography lessons in everyday life. About the learning outside the classroom and observations is rarely done. Interviews were also conducted by researchers with Mr. Sidiq, S.Pd a teacher subjects Geography class XI-IPS 2 MAN 1 Sumenep says that students have learning and understanding may be low in learning geography.

Some of the factors which may be an indicator that student learning is still low among other things is the sense of responsibility for his duties is still low, students rarely asked, argued in the lessons and the lack of cooperation between the students in the working on or understand the lessons even though the teacher is already applying learning strategies by applying the approach process skills, yet also shows students learning a lesson in following the liveliness of the geography. How that is done to address the above research needs to be done is a class act. The selected learning model that is a model of cooperative learning. Cooperative learning is one alternative learning models that can be used to stimulate students to actively engage and mutually support each other in group work to hammer out the material studied. On cooperative learning students learn to compete and contribute their opinion or thoughts.

Cooperative learning has been developed intensively through various research, aim to improve the academic cooperation between students, forming positive relationships, develop self-confidence, and improve academic ability through the activities of the group. Cooperative learning there are positive interdependence among students to achieve learning objectives. Every student has the same opportunity for success. Student-centered learning activity in the form of discussion, work on assignments together, help each other and support each other in solving problems. Through the interaction of effective learning students are more motivated, confident, able to use higher-order thinking, as well as being able to build interpersonal relationships. Cooperative learning model allows all students can master the material at relatively the same level of mastery or parallel.

The implementation of cooperative learning, teachers have a different role with traditional learning. Nurhadi dkk. (2004:68-72) concluded that the role of teachers in cooperative learning are as follows (1) Formulate learning objectives, (2) determine the number of members in the group studied, (3) determine the seating of students, (3) Designing materials for increase positive interdependence, (4) determine the role of students in order to support positive interdependence (5) Clarifying the duties of academic students, (7) explains to the students about the purpose and must work together, (8) draw up accountability individually, (9) Drafting of cooperation between groups, (10) Clarify success criteria, (11) explains the expected student behavior, (12) Monitor student behavior, (13) provide assistance to students in completing assignments, (14) intervention to teach job skills, (15) close the lesson, (16 Assess the quality of the work or the result of student learning, (17) Assesses the quality of cooperation between members of the Group

TAI (Team Assisted Individualization or Team Accelerated Instruction) learning model. Cooperative learning model type this one is actually an amalgamation of cooperative learning with individual learning. On the cooperative learning model type TAI, students follow the levels which are individualized based on placement test, and can then advance to the next stage of this level is based on the study. So, each Member of the Group actually learn subject matter units are different. A group of colleagues will examine the results of a peer group of other work and provide assistance if needed. The test then is given at the end of the unit without the help of friends team and assigned a score. Then every week the teacher will add up the total of the units of

matter are completed a group and give a certificate or award when they managed to go beyond the criteria that have been set, and a few additional points for the group whose members got a perfect score. The advantages of cooperative learning model of this type of TAI is because students are responsible for checking the work of other colleague, then teachers have more time to help small groups who menemuai many obstacles in learning which is a collection of members of the group who are at the level of the unit to the same subject matter. Many studies report that the cooperative learning model type TAI is very effective for use in learning.

STAD Learning Model (Student Teams Achievement Division). In this STAD type cooperative learning model students are grouped into small groups called teams. Then the whole class was given a presentation of the subject matter. Students are then given a test. Individual values are combined into team value. In this type of cooperative learning model although students are tested individually, students are still encouraged to work together to improve the performance and achievement of his team. When first used in your classroom, then it's good teacher first introduce STAD cooperative learning model to the students. Model Round Table or Rally Table, on this type of cooperative learning model Round Table or Rally Table teachers can provide a certain category to students (eg words beginning with the letter "s"). Next ask students to take turns writing one word in turns.

Jigsaw was first developed and piloted by Elliot Aronson and friends at the University of Texas. The purpose of creating this type of cooperative learning model Jigsaw is to increase the sense of responsibility of students to their own learning and also learn the members of other groups. They are asked to learn the material that will be his responsibility, because in addition to himself, he must also teach the material to other members of his group. In this type of Jigsaw cooperative learning model the dependence between students is very high. Each student in this cooperative learning model is a member of two groups, namely (1) home group and (2) expert group. The origin groups are formed with heterogeneous members. In this group of origin they will divide the task to learn a topic. After all members of the original group get their respective duties, they will leave the original group to form a group of experts. The expert group is a group formed of group members who have the task of studying a common topic (based on their agreement in the original group). After studying the topic in the expert group, they will return to their respective groups of origin and teach each other the topic that they are responsible to the other group members in turn.

The steps in the Think-Pair-Share lesson are as follows: (1) the teacher divides the students in pairs and assigns tasks to all groups, (2) each student thinks and does the tasks himself, (3) students pair with one in groups and discuss with their spouses, (4) both couples reunite in groups of four. Students have the opportunity to share their work with the four groups (Lie, 2004: 58).
There are several reasons to use TPS according to Susilo (2005: 3): 1) TPS helps structure the discussion. The student who follows the prescribed process limits his or her chances of rambunctious thinking and misbehavior by reporting the thought.2) TPS improves student contribution in group work in class. 3) Students can develop social life skills.

Each learning process must show the activeness of the learners or students (Dimyati and Mudjiono, 2002: 114). Student learning activity can be reflected in the activities it does. Activity learners in undergoing learning activities is one key to the success of the achievement of educational goals. The activeness of the most important principle of didactic principles because self-study is an activity and without the activity is impossible for a person to learn. In the concept of active learning knowledge is a personal experience that is organized and built through the learning process is not a transfer of knowledge that the teacher has to his students. Piaget (2008) says that there are 4 principles of active learning: 1) students must build their own knowledge, 2) the best way of learning is if they are active and interact with concrete objects, 3) learning must be student-centered, 4) interaction social cooperation should be given an important role in the classroom.

Students' learning activities are mainly in the form of mental activities to build concepts, improve intellectual skills, find and solve many environmental problems encountered in the student environment, find and solve their own life difficulties. Nevertheless all these activities should be repatriated on a characteristic, ie the students' intellectual-emotional involvement in the learning process. Such engagement occurs at the time of cognitive activity in the attainment or acquisition of knowledge, skills, and as students live and internalize values in the form of attitudes and values. Students are factors directly involved in the learning process. In addition to showing physical activity, students are also able to improve their intellectual skills to find and solve problems at hand. Physical activity with mental activity is closely related, which physical activity is a supporting factor in mental activity. Mental activity will not be realized without being based on physical activity. Physical activity must be formed so that mental activity can arise by itself. This is in accordance with the opinion of Suparno (1997: 53) which explains "to achieve mental activity in many ways required direct involvement in various forms of physical activeness".

Students' activities during the learning process can be demonstrated, among others: responding to questions from teachers (answering teacher questions). Asking if there are things that are not understood, doing the task given by the teacher, discussing and drawing conclusions from the material that has been discussed or

been submitted by the teacher. The more active the students during the learning process is likely to improve the learning achievement is very large. tudent activity in learning can be shown to respond to questions from teachers (answer teacher questions), ask if there are things that are not understood, do the task given by the teacher, discuss and draw conclusions from the material. The more active the students in learning the possibilities to improve the learning achievement is very large. Forms of activity or liveliness of students is not enough just listening.

Forms of activity or liveliness of students is not enough just to listen or record as commonly found in traditional schools. Sardiman (2005: 101) said activity / activity / activities of students can be classified as follows. Visual activities, including for example; reading, taking notes: pictures, demonstrations, experiments, other people's work. Oral activities, such as; states, formulates, asks, advises, issues opinions, conducts interviews, discussions, questions, instruments. Listening activities, for example listening: description, conversation, group discussion, music, speech, listening explanation from teacher. Writing activities, for example; write stories / narration, essays, reports / tasks, record the results of discussions, questionnaires, copying. Drawing activities, for example; drawing, graphing, creating maps, creating diagrams. Motor activities, which include among others; experimenting, constructing, modeling, refit, playing, gardening, raising. Mental activities, for example; responding, remembering, solving problems, analyzing, looking at relationships, making decisions. Emotional activities, for example; interested, bored, excited, passionate, brave, calm, nervous. So with the classification of the form of liveliness or student activity, indicating that the activity in the school is quite complex. If various forms of student activity can be created in class then the class will be dynamic.

III. RESEARCH METHODOLOGY

This class action research was conducted at XI-IPS 2 MAN 1 Sumenep Madura. Research subjects used in this class action research is the students of class XI-IPS 2 semester even semester 2018-2019 MAN 1 Sumenep which amounted to 38 students.   This study uses primary data source directly obtained from the research subjects. Implementation of research in each cycle (cycle I, II) include: action planning, action implementation, observation, and reflection. Data analysis technique used in this research is gainscore percentage table. The percentage table of gainscore is the percentage comparison of the results of cycle I with the percentage table of cycle II to determine how big the increase. The improvement of the students' learning outcomes during the learning activities was analyzed descriptively by comparing the average of test results that have been obtained in each cycle.

III.   RESULTS AND DISCUSSION

Based on the results of observation and data analysis showed that the group activity in cycle I and cycle II through the application of cooperative learning STAD model can improve group activeness. In the first cycle group activity percentage of 59.34% and in the second cycle increased to 82.45%. Some actions in cycle I and cycles II have a positive effect on group activity because students already feel fit and start interested in learning with application of STAD learning model. Increased group activity is caused by the teacher's constant emphasis on group members to have a sense of responsibility for the group's success in understanding the material in its entirety. The existence of application of STAD model learning with the division of tasks in groups alternately on each cycle to make students are always aware of the duties and responsibilities as members of the group. This shows that the learning process involves all students

Teachers emphasize and motivate students that individual success is determining the success of the group and vice versa. A good group is an active group in group learning activities, working well in groups, mastering material content and being able to answer the problems of other unsolved groups. So each group competes to be the best group Increased group activity is also attributed to the giving of A Plus rewards and gift giving at the end of the lesson. Giving rewards and rewards can foster optimism and students' learning spirit (activity) increases. Student learning activity in cycle I can be seen in Table 2.

Table 2. Activity of Student Class XI-IPS 2 MAN I Sumenep At Cycle I

Behavioral Indicators Observed	Percentage of Activity (%)
1. Engage in group discussions	**58,77**
2. Take a turn and share a task	**57,02**
3. Ask	**54,38**
4. Respect or respond to teachers	**71,05**
Average	60,30

Data Sources processed 2019

The result of the percentage of students' active learning and the success rate of the first cycle action is the activeness indicator to appreciate or respond to the teacher with the percentage of success of 71.05% with good success rate, then the activeness indicator involved in the group discussion with the success rate of 58.77% , then activeness indicators take turns and share the task with a success rate of 57.02% with sufficient success rate and activeness indicators ask 54.38% with sufficient success.

Table 3. Activity Student Learning Class XI-IPS 2 MAN I Sumenep In Cycle II

Behavioral Indicators Observed	Percentage of Activity (%)
1. Engage in group discussions	**83,77**
2. Take a turn and share a task	**79,82**
3. Ask	**78,95**
4. Respect or respond to teachers	**89,47**
Average	81,69

Data Sources processed 2019

Based on the results of student learning activity data on cycle I and cycle II can be concluded that the increase of student learning activity from cycle I of 60.30% increased to 81.69% in cycle II. The application of cooperative learning model of Student Teams-Achievement Divisions (STAD) model can improve the activity of Geography XI-IPS 2 MAN I Sumenep students group on the material of Analyzing the Utilization and Conservation of Environment. The application of cooperative learning model of Student Teams-Achievement Divisions (STAD) model can improve students' learning activity of Geography XI-IPS 2 MAN I Sumenep.

Table 4. Comparison of Student Learning Activity Between Cycle I and Cycle II

Behavioral Indicators Observed	Percentage of Activity (%)		difference	Information
	cycle I	**cycle II**		
1. Engage in group discussions	58,77	83,77	25,00	**Rising**
2. Take a turn and share a task	57,02	79,82	22,80	**Rising**
3. Ask	54,38	78,95	24,57	**Rising**
4. Respect or respond to teachers	71,05	89,47	18,69	**Rising**
Average	60,30	83,00	22,70	**Rising**

Data Sources processed 2019

Overall the percentage of students' learning activeness and success rate increased from 60.30% or had a good success rate in cycle I to 83.00% or had a very good success rate in cycle II, and from the results obtained in cycle II researchers can conclude that there is a very significant increase in the percentage of success rate for student learning activity and this proves that Application of Cooperative Learning Model STAD can improve student learning activity XI-IPS 2. Result of study of geography class XI IPS 2 obtained by student before action counted 78,95% student unfinished. The data can be seen in the following table.

Table 5. Percentage of Pre-Tes Success

The number of students	Criteria	The Number of Students	Percentage (%)
38 Orang	Completed	8 orang	21.05
	Uncompleted	30 orang	78,95

Data Sources processed 2019

Table 6. Percentage of Post-Tes Success cycle I

The Number of Students	Criteria	The Number of Students	Percentage (%)
38 Orang	Completed	22 orang	57.89
	Uncompleted	16 orang	42,11

Data Sources processed 2019

The result of geography learning obtained by students in cycle I with the percentage of success of the action amounted to 57.89, with complete details of 22 students. While not complete as many as 16 students.

Table 7. Percentage of Post-Tes Success cycle II

The Number of Students	Criteria	The Number of Students	Percentage (%)
38 Orang	Completed	30 orang	78.95
	Uncompleted	8 orang	21,05

Data Sources processed 2019

In cycle II, the average of geography learning achievement with the percentage of action success is 78.95%. Thus it can be concluded that the learning outcomes of geography during the application of cooperative learning STAD model has increased
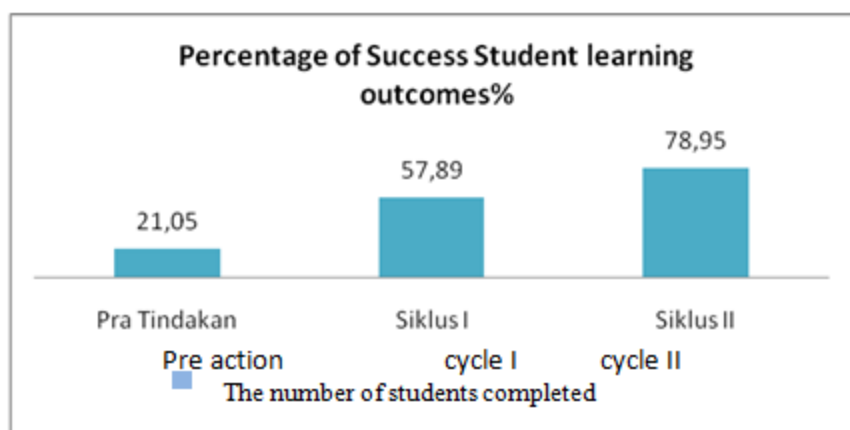

Figure 1. Graph of Percentage of Success of Student Learning Result

Table 8. Comparison of Learning Outcomes of Geography pre-action, Cycle I and Cycle II

No.	Action	Learning outcomes	
		Averate value	**%**
1.	Pre action	60,72	20,83
2.	Cycle I	74,13	66,66
3.	Cycle II	80,83	87,5

Data Sources processed 2019

Table 8 shows comparison of learning outcomes before action, cycle I and cycle II. Before the class action average of 60,72 with classical completeness 20,83%, this amount is lower when compared to cycle I. In cycle I class average value equal to 74,13 with classical mastery 66,66%. This number continues to increase in cycle II, the average class in this cycle is 80.83 with 87.5% classical completeness. Figure 2 presents the students' classical completion before and after the action
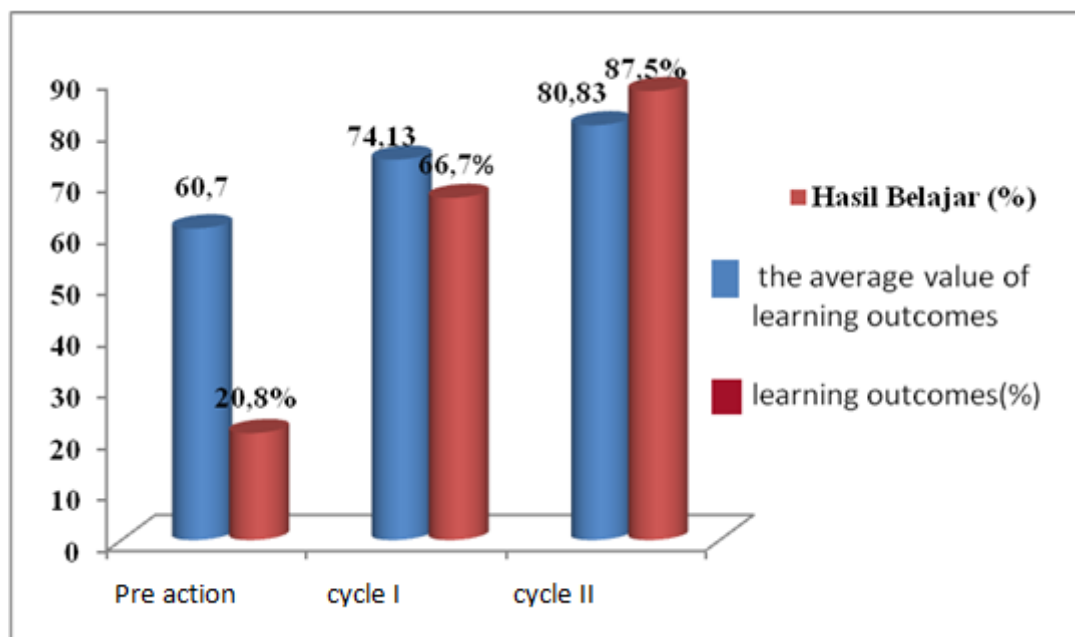
Figure 2. Graphic of Improved Learning Outcomes of Geography During the Application

V. CONCLUSION

Based on data analysis and discussion that has been done then it can be concluded that the application of cooperative learning STAD model can increase the activity and learning outcomes of students' geography both in junior and senior high school. Setiap learning model there are advantages and disadvantages of each. Student activity in the learning depends on the teacher's participation. In general, the learning model can improve student activeness. Need to apply cooperative learning methods in any maple learning activities. Need a better class management, especially in overcoming the students who often make crowded and rowdy, so that the implementation of learning activities can run well and smoothly. Prepare a summary of student learning materials so that all students have the material to learn. Appropriate time management so that all learning activities with any model can be well executed.

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Author: Sigit Santoso[1]
(University Sebelas Maret of Surakarta, Indonesia)
Siti Nurlaela
[2]*(Department Accounting, Faculty Economic University Islamic Batik of Surakarta, Indonesia)*