



USING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) LEARNING MODEL AND VISUAL MEDIA TO IMPROVE STUDENT'S LEARNING OUTCOMES IN IPS COURSE IN CLASS VI SD INPRES TUUTU

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Abstract: This study aims to determine the improvement of student learning outcomes of SD Inpres Tuutu by utilizing the student teams achievement division (STAD) learning model and visual media. The research method used is a classroom action research method with a classroom action research model from Kemmis and Tagart which consists of four stages, namely planning, implementation, action, observation, reflection. This research will be carried out in two cycles with a research flow. The research sample is class VI SD Inpres Tuutu. The results of the instrument for measuring learning outcomes using the percentage formula and the average learning outcomes of class VI students at SD Inpres Tuutu. The results of the study show In general, the results of the assessment in the first cycle increased, this can be seen from the ability to write past historical struggles with a contextual approach through cooperative integrated reading and composition techniques on the six aspects of the assessment as follows: from 26 students who took the test, the score for the theme matched the content of the historical struggle of the past. then 62.31%, depth of idea 46.28%, accuracy of diction 46.15%, typography utilization 69.23%, rhythm 61.92% and originality 75.38%. In cycle II, there was a significant improvement in six aspects of writing ability of past historical struggles with a contextual approach through the application of models Student Teams Achievement Division (STAD) on the six aspects of the assessment as follows: the suitability of the theme with the content of past historical struggles, depth of ideas, accuracy of diction, use of typography, rhythm and originality in the Pre-test and completeness of the Pretest. Of the 22 students who took the test, the scores for Theme Conformity With Contents of Past History Struggle were 89.62%, Depth of Idea 60.64%, Diction Accuracy 58.21%, Typography Utilization 97.69%, Rhythm 85.77% and Originality 91,92%. Cycle I increased this can be seen from the ability to write past history struggle with a contextual approach through cooperative integrated reading and composition techniques on the six aspects of the assessment as follows: from 26 students who took the test, the score of theme conformity with the content of past historical struggles was 100%, depth of idea was 70.77%, diction accuracy was 65.77%, 100% typography utilization, 100% rhythm and 100% originality. Results in Cycle III The results of observations of student activities during cycle III can be seen from the results of the analysis as follows: students with very good assessment criteria are 1 person or 3.85%, 19 students or 73.08% good criteria, 2 students have good criteria or 23.08%, there are no moderate criteria and none good.

Keywords: *STAD Learning Model, Visual Media, Learning Outcomes*

PRELIMINARY

Joyce and Weil in Isjoni's book suggest that the learning model is a pattern or plan that has been planned in such a way and is used to develop a curriculum, organize subject matter, and provide instructions to teachers in the class. In its application this learning model must be in accordance with the needs of students.

The ideal learning model is a model that explores effective learning experiences, namely learning experiences that allow students to experience or act directly and actively in a learning environment. Darsono in his book Hamdani argues that learning according to the behavioristic flow is the teacher's effort to shape the desired behavior by providing an environment or stimulus. Cognitive school defines learning as the way the teacher provides opportunities for students to think and understand something that is being studied. Cooperative Learning comes from two words, namely Cooperative and Learning. Cooperative means cooperation and Learning means learning. So, cooperative learning is learning through joint activities. Cooperative Learning is a learning model with a learning community, namely by forming a learning community or study groups. During the collaboration process, of course there will be discussions, exchange of ideas, those who are good at teaching the weak, from individuals or groups who don't know to know.

Basically, cooperative learning implies an attitude or behavior together in working or helping each other in an organized structure of cooperation in groups, consisting of two or more people where work success is strongly influenced by the involvement of each member of the group itself. Cooperative learning can also be interpreted as a shared task structure in an atmosphere of togetherness among fellow group members. Cooperative Learning is more than just learning in groups or work groups, because learning in the cooperative learning model must have a "cooperative encouragement and task structure" so as to allow open interactions and effective interdependence relationships among group members.

In essence, cooperative learning is the same as group work, therefore many teachers say there is nothing strange in cooperative learning, because they think they are used to using it. Although cooperative learning occurs in the form of groups, not every group work is said to be cooperative learning. The use of cooperative learning model is a process that requires participation and cooperation in groups. Cooperative learning can improve student learning towards better learning, helping attitudes in some social behaviors.

Cooperative Learning is a learning strategy through small groups of students who work together in maximizing learning conditions to achieve learning objectives. Many experts provide limitations on the understanding of cooperative learning models, as follows:

- 1) Robert E. Slavin argued that, Cooperative Learning is learning where students work in small groups to help each other in learning teaching materials.
- 2) Davidson and Kroll argue that, Cooperative Learning is an activity that takes place in the learning environment of students in small groups who share ideas and work collaboratively to solve problems that exist in their assignments.
- 3) Johnson argues that, Cooperative Learning is doing something together by helping each other as a team to achieve a common goal.

The Jigsaw type of cooperative learning model focuses on group work in the form of small groups. The Jigsaw method or type is a cooperative learning method in which students study in small groups consisting of four to six people heterogeneously. Students work together positive interdependence and are responsible independently. In this learning, students also have many opportunities to express opinions and can improve communication skills. Group members are responsible for the success of the group and the completeness of the material being studied and can convey it to the group (Rusman in Shoimin, 2014: 90).

The jigsaw method is one type of active learning consisting of heterogeneous learning teams consisting of 4-5 people (the material is presented by students in the form of text) and each student is responsible for mastering the part of the learning material and is able to teach that part to other members. The jigsaw method has been developed and tested by Elliot Aronson and friends at the University of Texas, and friends at Johns Hopkins University in 1978. Jigsaw is a cooperative learning model, with students learning in small groups of 4-6 people individually. heterogeneous. *Student Team Achievement Division*(STAD) is a cooperative type that emphasizes the existence of activities and interactions

between students to motivate each other and help each other in mastering the subject matter in order to achieve maximum achievement.

Hamalik (1986) quoted by Azhar Arsyad (2010: 15), suggests that the use of instructional media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and bring psychological effects on students. The use of learning media in learning orientation will greatly help the activeness of the learning process and convey messages and lesson content at that time. In addition to arousing students' motivation and interest, learning media can also help students improve understanding, present data in an interesting and reliable way. It means that the learning media has the greatest influence on the senses and can guarantee understanding, people who listen alone are not the same level of understanding and duration of what they understand compared to those who see, or see and listen to it. Furthermore, it explains how important learning media is because learning media brings and arouses a sense of fun and joy for students and renews their enthusiasm, helps solidify knowledge in students' minds and brings lessons to life.

Levie & Lentsz (1982) quoted by Hujair AH. Sanaky (2009: 6), suggests four functions of learning media, especially visual media, namely: Attention Function, Affective Function, Cognitive Function, and Compensatory Function. The function of visual media attention is the core, which is to attract and direct students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the subject matter. Often at the beginning of the lesson students are not interested in the subject matter or subjects they do not like so they do not pay attention. Projected visual media can calm and direct their attention to the courses they will receive. Thus, the possibility of obtaining and remembering the contents of the lecture material is greater.

RESEARCH METHODS

This research was conducted in the form of classroom action research (CAR) which refers to the action research model proposed by Kemmis and MC. Taggrat (in Aqib Zainal, 2006:22) which consists of four stages, namely: planning, implementation, action, observation, reflection.

The criteria for the success of this classroom action research is if the number of students who show classical mastery of learning reaches 80% with an average value above 6.0 with the formula used is as follows:

$$KB = \frac{T}{Tt} \times 100 \%$$

Note: : KB =Mastery learning

T =Number of scores obtained by students

Tt =Total Score

RESEARCH RESULT

In this pre-observation activity, the researcher gave an initial test with the aim of knowing the students' initial abilities so that problems in past history learning could be found. The results of this initial test include the following aspects: assessment according to the ability to write past history which includes the suitability of the theme with the content of past history, depth of ideas, accuracy of diction, use of typography, rhythm and originality in pre-action and completeness of pre-action.

a. Cycle I

The action in Cycle I was carried out three times, namely Tuesday, February 8, 2022, Monday, February 14, 2022 and Monday, February 21, 2022 at 07.30 - 09.00. Implementation of research in Class VI SD Inpres Tuutu. Researchers and collaborators develop a schedule of procedures and action scenarios. In this cycle, the researcher conducted past history learning through the use of the Student Teams Achievement Division (STAD) learning model and visual media. Ad

Table 4.3: Results of Observation of Teacher Activities in Cycle II

No	Observed aspects	Observer I		Observer II	
		No	Yes	No	Yes
1	The teacher presents the material		<input type="checkbox"/>		<input type="checkbox"/>
2	The teacher explains examples of past historical struggles based on the pictures shown by the teacher		<input type="checkbox"/>		<input type="checkbox"/>
3	The teacher guides the students in identifying the pictures	<input type="checkbox"/>		<input type="checkbox"/>	
4	The teacher guides students in developing the identification results into lines of past historical struggles	<input type="checkbox"/>		<input type="checkbox"/>	
5	The teacher gives students the opportunity to express their opinion		<input type="checkbox"/>		<input type="checkbox"/>
6	The teacher gives students the opportunity to ask questions		<input type="checkbox"/>		<input type="checkbox"/>
7	The teacher gives a question sheet		<input type="checkbox"/>		<input type="checkbox"/>

The table above shows that there is no change in teacher activities while teaching writing about past historical struggles through a contextual approach using the Student Teams Achievement Division (STAD) technique in cycle II. This can be interpreted that the teacher has not been able to maintain all of his activities during the second cycle of learning which has been in accordance with the learning implementation plan as in the first cycle.

Reflection

Based on the achievement results in the second cycle of action where the learning achievement results show an increase from the first cycle but still need to be increased to the 3rd/last cycle.

In cycle II, researchers in the process of editing/editing the work of students' past historical struggles, they still seem less enthusiastic in editing the past historical struggles of other groups because students still do not understand the process of editing a past historical struggle. This process is expected to be able to further refine the results of writing students' past historical struggles. Therefore, researchers and teachers incorporate the results of this second cycle of reflection into the preparation of writing designs for past historical struggles through a contextual approach through the Student Teams Achievement Division (STAD) technique of the third cycle. Based on the results of the assessment in cycle II,

Cycle III

The implementation of the actions in cycle III was carried out three times, namely, Tuesday, March 8, 2022 and Friday, March 11, 2022 and Tuesday, March 15, 2022, at 07.30 - 09.15 WITA in Class VI room. In cycle III, the researcher continued to study writing about the struggles of past history with a contextual approach through the Student Teams Achievement Division (STAD) technique. The activities in cycle III are as follows: This stage is carried out in accordance with the actions taken in cycle III focused on correcting any deficiencies that exist in cycle II or are more remedial.

Planning Stage

The results of the editing in the second cycle did not get maximum results. The purpose of this editing process is that students can further refine the learning outcomes of past historical struggles. Therefore, researchers and teachers incorporate the results of this second cycle of reflection into the preparation of learning designs for past historical struggles with a contextual approach through the third cycle of the Student Teams Achievement Division (STAD) technique.

The Student Teams Achievement Division (STAD) learning is more specifically the phases in the Student Teams Achievement Division (STAD) technique, because it has not been implemented optimally. In this stage, the teacher directs students more/provides motivation by showing examples of past history struggle lessons that have not been edited with edited examples of past historical struggle lessons. In addition, the teacher prepares LKS and LP to be done in groups or individually.

Implementation Stage

The implementation of the action is carried out in accordance with the learning plan that has been prepared by the teacher. The learning steps with the same material in cycle II, namely "the struggle of past history" were carried out using the Student Teams Achievement Division (STAD) technical steps adapted to the stages of teaching and learning activities consisting of:

Initial activity

The activity carried out was classroom management by playing videos with the sound of songs that brought them into a learning atmosphere. Furthermore, taking attendance, and apperception.

Core activities

At this stage, the teacher continues the learning activities of past historical struggles with a contextual approach with the Student Teams Achievement Division (STAD) learning technique in accordance with the lesson plan prepared.

Online Class/preparation

- a) Before face-to-face, students are asked to study independently at home regarding the material for the next meeting, by watching the teacher's own learning video or learning videos uploaded by other people.
- b) The teacher conveys the learning objectives to be achieved, and provides instructions on the blended learning rotation model to be used, namely the flipped classroom with the contextual learning method.
- c) The teacher conveys an outline of the material to be studied, namely writing stories of past historical struggles with the theme of my hero.
- d) The teacher gives an assignment to make a summary of the slides.

Activities in class

- a) The teacher divides the students into several groups consisting of 4-5 students.
- b) Discussing videos that have been watched by students with question and answer discussions.
- c) Through question and answer with students the teacher strengthens the concept.
- d) The teacher gives quizzes/tests and most of the students who have completed will work in groups to make clippings of the pictures of the heroes and the 4 students who have not finished will write stories of past historical struggles individually.
- e) Students discuss with their groups to solve problems.
- f) The role of the teacher during the discussion is to facilitate students to be able to write down their ideas or ideas related to the problems given by using contextual learning methods.
- g) Students who have not finished individually then write stories of past historical struggles, and then read them.
- h) The teacher gives a conclusion
- i) The teacher provides an evaluation to determine the level of student understanding.
- j) Provide learning slides for the next meeting

Then enter the incubation stage. At this stage, students choose their respective positions to sit down and discuss the ideas obtained to be written into past historical struggles. At this stage, students in one group are freed to write about past historical struggles with certain themes but use observations around the outside of the classroom area, after which each group works together to give each other ideas and write past historical struggles.

Reflection

Based on the achievement results in the third cycle of action where the learning achievement results have reached the set standards, what must be done is to reflect that learning to write students' past historical struggles with a contextual approach through the Student Teams Achievement Division (STAD) technique is very much needed in learning Social Sciences in Indonesia. elementary school.

CONCLUSION

Based on the research results obtained from the researcher's observations, field notes, observations, and reflections on the learning provided as well as the discussion of the research results, this research can be concluded as follows, the interest and motivation of students towards writing activities about past historical struggles at school has increased, through Model Application *Student Teams Achievement Division (STAD)* rotation model with flipped classroom category using Visual Media, able to improve learning outcomes in writing past historical struggles.

Process of editing/editing work spast history struggle of students is getting better. There was a significant increase in six aspects of writing ability past history struggle which includes the suitability of the theme with the content past history struggle, depth of ideas, accuracy of diction, use of typography, rhythm and originality. The teacher succeeded in motivating all students to be confident in expressing their creative ideas in writing in the form of past historical struggles. The students are confident in reading the results of writing past history struggle made because they followed the learning steps in the *Student Teams Achievement Division (STAD)* and in accordance with the aspects of writing past history struggle.

Application of learning model *Student Teams Achievement Division (STAD)* using visual media has been successful in improving writing skills past history struggle Class VI SD Inpres Tuutu students.

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