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IMPROVING CIVIC EDUCATION LEARNING ACHIEVEMENT USING COOPERATIVE LEARNING METHOD WITH STAD MODEL IN ELEMENTARY SCHOOL

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Abstract

The purpose of this study was to analyze the increase in PKN learning achievement using cooperative learning method with STAD (Student Team Achievement Division) model in IVth grade students at SDN 33 Sungai Raya. The research method used in this study was descriptive. The subjects of this study were teachers as researchers in IVth and IVth grade students at SDN 33 Sungai Raya were 38 students consisted of 18 women and 20 men. The research procedure of the implementation of civic education learning using cooperative learning method with STAD model consisted of four stages, namely: a) planning, b) implementation, c) reflection, and d) evaluation. Data collection techniques used were direct observation techniques, with data collection tools in the form of observation sheets. The results showed an increase in the quality of civic education learning. The cooperative learning method with STAD model had a positive impact on improving student achievement, which was marked by an increase in students' learning completeness in each cycle, namely cycle I (68.42%) and cycle II (81.58%). The cooperative learning method with STAD model can also make students feel themselves getting attention and opportunities to express opinions, ideas, ideas, and questions. Students can work independently or in groups and can account for individual and group tasks and have a positive influence, which can increase student learning motivation.

Keywords: Cooperative, Learning Achievement, STAD Model

Introduction

The teacher has an essential role in determining the quantity and quality of teaching that is carried out. Therefore, teachers must think and plan carefully to improve learning opportunities for students and improve the quality of teaching. It requires changes in organizing the classroom, the use of teaching methods, teaching, and learning strategies, as well as the attitudes and characteristics of the teacher in managing the teaching and learning process. The teacher acts as a manager of the teaching and learning process, a facilitator who seeks to create an effective teaching and learning condition. Thus enabling the teaching and learning process, developing learning materials properly, and increasing the ability of students to listen to lessons and master the educational goals that they must achieve. The teacher is required to be able to manage the teaching and learning process that provides stimulation to students, so he wants to learn because students are the main subjects in learning.

Teaching is guiding the learning of students so that they can learn. Thus the activities of students are essential in teaching and learning activities so that students should be more active

because students as the subject of the student are the ones who planned, and he is carrying out learning. In fact, in schools, often teachers are active, so students are not allowed to be active.

Collective learning activities can help spur active learning. Teaching and learning activities in the classroom can indeed stimulate active learning. However, the ability to teach through small group work activities will make it possible to promote active learning activities in unique ways. What students discuss with their peers and what students teach their peers enables them to gain understanding and mastery of subject matter.

Civics Learning no longer prioritizes absorption through information attainment but prefers information development and information processing capabilities. For this reason, students' activities need to be improved through exercises or assignments by working in small groups and explaining ideas to others so that they can improve student learning achievement.

Cooperative learning emphasizes more interaction between students. From here, students will engage in active communication with their fellow friends. With this communication, students are expected to be able to master the subject matter easily because "students more easily understand the explanations from their friends than the explanations from the teacher, because their level of knowledge and thinking is more in line and commensurate." (Sulaiman in Wahyuni 2001: 2).

Based on the explanation above, the researcher wants to try to research with the title "Improving Civics Learning Achievement Through the Cooperative Learning Method STAD (Student Teams Achievement Division) Model in Class IV Students in 2019 Academic Year.

Research Method

This research was action research because research was conducted to solve learning problems in class. This research was also a descriptive study because it illustrates how a learning technique is applied and how the desired results can be achieved. According to Sukidin et al. (2002: 54), there are four types of action research, namely: (1) teacher action research as a researcher, (2) collaborative action research, (3) integrated action research, and (4) experimental social action research.

In this study, the teacher, as a researcher, where the teacher played an essential role in the classroom action research process. In this form, the main objective of classroom action research was to improve classroom learning practices. In this activity, the teacher was directly involved fully in the process of planning, action, observation, and reflection. The presence of other parties in this study was not dominant and was very small.

This research referred to the improvement of continuous learning. Kemmis and Taggart (1988: 14) stated that the action research model is spiral. The stages of action research in a cycle include planning or implementing observations and reflections. This cycle continued and will be terminated if it met the needs and was sufficient.

Place, Time and Subject of Research

1. Research Location

The location of research used in research to obtain the desired data. This research was located at SDN 33 Sungai Raya in the academic year 2018/2019

2. Research Time

Research time was the time the research took place or when the research was carried out. This research was conducted in November academic year 2018/2019

3. Research Subjects

The subjects of the research were the teachers and students of IVth grade at SDN 33 Sungai Raya consisted of 38 people, 20 male students and 18 female students in the academic year 2018/2019

Research Plan

Action research is research about things that occur in the community or a group of targets, and the results can be directly imposed on the community concerned (Arikunto, Suharsimi 2002: 82). The main characteristic of action research is the participation and collaboration between researchers and members of the target group. Action research is a problem-solving strategy that utilizes concrete actions in the form of innovative development processes that are tried while detecting problem-solving. In the process, the parties involved in the activity can support one another.

Whereas the purpose of action research must meet the following principles:

1. The problem or topic chosen must meet the criteria, which are real and essential, attract attention, and be able to be handled and within the scope of the researcher's authority to make changes.
2. Research activities, both interventions, and observations carried out, may not interfere with or hinder the main activities.
3. The type of intervention that is tried must be effective and efficient
4. The methodology must be clear, detailed, and open, each step of the action is formulated so that people who are interested in the research can check each hypothesis and its proof.
5. Research activities are expected to be a process of ongoing activities (on-going), given that the development and improvement of the quality of action can not be stopped, but it becomes a challenge every time. (Arikunto, Suharsimi, 2002: 82-83).

In accordance with the type of research chosen, namely action research, this research used the action research model from Kemmis and Taggart (in Arikunto, Suharsimi, 2002: 83), which is in the form of a spiral from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection). The next step in the cycle was revised planning, action, observation, and reflection. Before entering the first cycle, a preliminary action was taken in the form of identifying the problem.

The observation was divided into two rounds. Each round had the same treatment and discussed one sub-topic, which ended with a formative test. Created in two rounds intended to improve the teaching system that has been implemented.

Data Collection Tools

Data collection tools in this study were teacher-made tests whose functions were: (1) To determine how well students have mastered the lesson material that has been given within a certain time, (2) To determine whether an objective has been achieved; and (3) To obtain a value (Arikunto, Suharsimi, 2002: 19). While the purpose of the test was to determine the completeness of student learning individually or classically. Besides, to find out the location of the mistakes made by students of IVth grade at SDN 33 Sungai Raya so that it could be seen where the weaknesses were, especially in which parts of the TPK had not been reached. Observation methods were also used by colleagues to strengthen the data collected and find out record the activities of teachers and students in the teaching and learning process.

Data Analysis Techniques

Data analysis was needed to find out the effectiveness of a method in learning activities. The research used qualitative descriptive analysis techniques which was a research method that was describing the reality of facts in accordance with the data obtained to determine student achievement achieved, also to obtain students' responses to learning activities and activities of students during the process learning.

After teaching and learning processes to analyze the level and percentage of students' success, each round was done by giving an evaluation in the form of a written test question. This analysis was calculated using simple statistics, namely:

1. To assess tests or formative tests

The researcher sums up the values obtained by the students, which were then divided by the number of students in the class so that the average formative test can be formulated:

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

Information:

$\bar{X}$ = Average value

$\sum x$ = Sum of all student grades

$\sum N$ = Number of students

2. For mastery learning

There are two categories of mastery learning, individually and classically. Based on the 2006 curriculum teaching and learning implementation guidelines (Ministry of Education and Culture, 2006), that is a student has finished learning when he has reached a score of 65% or a value of 65. The class was called complete learning in that class. There were 85% who have achieved more than or equal absorption with 65%. The following formula is used to calculate the percentage of mastery learning:

$$P = \frac{\sum \text{Siswa.yang.tuntas.belajar}}{\sum \text{Siswa}} \times 100\%$$

3. For observation sheets

a. Observation sheet manager of STAD model cooperative learning methods.

The following formula is used to calculate the observation sheet for the management of cooperative learning methods with STAD model:

$$X = \frac{P1 + P2}{2}$$

P1 = Observer 1 and P2 = Observer 2

b. Observation sheet activities of teachers and students

The following formula is used to calculate the observation sheet of teacher and student activities :

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

$$x = \frac{\text{Jumah.hasil.pengamatan}}{\text{Jumlah.pengamatan}} = \frac{P1 + P2}{2}$$

Information:

% = Percentage of observations

X = average

$\sum x$ = average number

P1 = Observer 1

P2 = Observer 2

Results and Discussion*Results*

The research data were obtained from observational data in the form of observations of the management of the cooperative learning method with STAD model and observations of teacher and student activities in each cycle. Observation sheet data was taken from two observations, namely the observation data on the management of the Cooperative learning method with STAD model used to determine the effect of the application of the cooperative

learning method with STAD model in improving student learning achievement and observational data of teacher and student activities. Formative test data was used to determine the improvement of student learning achievement after the application of the cooperative learning method STAD model.

A. Analysis of Research Results

1. Cycle I

a. Planning Stage

At this stage, the researcher prepared a learning tool consisted of lesson plan 1, the formative test I, and supporting teaching tools. Besides, an observation sheet was also prepared for cooperative learning method with STAD model processing and an observation sheet for the activities of teachers and students.

b. Activity and implementation stage

The implementation of teaching and learning activities for the first cycle was carried out on November 4th, 2019, in IVth grade, with a total of 18 students. Implementation of the cooperative learning method with STAD model through the following stages: (1) Implementation of learning, (2) Group discussions, (3) Tests, (4) Group rewards, (5) Determining individual and group values. In this case, the researcher acted as a teacher, while the one acted as an observer was a Civics education teacher and Vth grade homeroom teacher. The teaching and learning process referred to the lesson plans that have been prepared. Observation carried out simultaneously with the implementation of teaching and learning.

At the end of the learning process, students were given a formative test to determine the level of success of students. The research data in the first cycle were as follows:

Table I Learning Management in Cycle I

No	The Observed Aspect	Assessment		Average
		P1	P2	
I	Observation of Teaching and Learning Activities			
	A. Introduction	2	2	2
	1. Motivate students	2	2	2
	2. Conveying learning objectives	2	2	2
	3. Linking with the previous lesson			
	4. Organize students in study groups	2	2	2
	B. Core activities			
	1. Present the steps of the cooperative learning method	2	3	3
	2. Guiding students to do activities	3	3	3
	3. Practicing cooperative skills	3	2	3
	4. Watch each group in turns			
	5. Provide assistance to groups that are experiencing difficulties	3	3	2
	C. Closing			
	1. Guiding students to make a summary	3	3	3
	2. Provide evaluation	3	3	3
II	Time Management	2	2	2
III	Class Enthusiasm			
	1. Enthusiastic students	2	2	2
	2. Enthusiastic Teacher	3	3	3

Total	32	32	32
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Description: Value: Criteria

- 1) Not good
- 2) Poor
- 3) Fair
- 4) Good

Based on the table above, aspects that get unfavorable criteria are to motivate students, convey learning objectives, time management, and enthusiastic students. The four aspects that scored poorly above are a weakness that occurred in the first cycle and will be used as a study material for reflection and revision that will be done in the second cycle.

The next observation results are the activities of the teacher and students, as in the following table:

Table II Learning Management in Cycle I

No	Teacher activities are observed	Percentage
1	Convey the goal	5,0
2	Motivate students	8,3
3	Link with the previous lesson	8,3
4	Deliver material / steps / strategies	6,7
5	Explain difficult material	13,3
6	Guide and observe students in finding concepts	22,7
7	Ask students to present and discuss the results of the activity	9,0
8	Give feedback	18,3
9	Guiding students to summarize the lesson	8,3
No	Student activities were observed	Percentage
1	Listen/pay attention to the teacher's explanation	23,5
2	Reading book	12,5
3	Work with fellow group members	18,7
4	Discussion between students / between students and teachers	14,4
5	Presenting learning outcomes	2,9
6	Present / respond to questions / ideas	5,2
7	Write relevant to KBM	8,9
8	Summarize learning	6,9
9	Take evaluation tests	8,9

Based on the table above, it appeared that the most dominant teacher activity in the first cycle was to guide and to observe students in finding concepts, which was 22.7%. Other activities where the presentations were quite large are giving feedback/evaluating, question and answer and explaining difficult material, each of which was 13.3%. While the most dominant activity of students is to work/pay attention to the teacher's explanation, that was 23.5%. Other activities whose presentations were quite large working with fellow group members, discussions between students / between students and teachers, and reading books, respectively 18.7% 12.4 and 12.5%.

In cycle I, the outline of teaching and learning activities used the Cooperative learning method with STAD model had been carried out well. However, the role of the teacher was still

dominant enough to provide explanations and direction, because the model was still felt new by students.

Next is the recapitulation of students' formative test results, as shown in the following table.

Table III Recapitulation of the Formative Test Results of Students in Cycle I

No	Description	Cycle I Results
1	The average value of formative tests	6,79
2	The number of students who have finished learning	26
3	Percentage of mastery learning	68,2

From the table above, it could be explained that by applying the STAD model of cooperative learning methods, the average learning achievement of students was 6.79, and completeness of learning reached 68.42%, or there were 26 students out of 38 students who have finished learning. These results indicated that in the first cycle, classically, students had not yet finished learning because students who score ≥ 65 were only 68.42% smaller than the desired completeness percentage of 85%. It was because students still feel new and did not understand what the teacher intended and used by applying cooperative learning method with STAD model.

c. Reflection

In the implementation of teaching and learning activities obtained information from the observations as follows:

- 1) The teacher was not maximal in motivating students and in conveying learning objectives.
- 2) Teachers were not optimal in managing time
- 3) Students were not active during learning

d. Analysis of research data for the cycle I

1) Psychomotor Realm

- Students who scored 60 did not exist
- Students who scored 70 as many as 15 (38.46%)
- Students who score 80 as much as 2 (61.54%)
- It means that students who score above 70 are 61.54%, classically included in the unfinished category.

2) Affective Domain

- Students get a C value of 6 (15.38%)
- Students who get a B value of 26 (66.67%)
- Students who get an A as many as 7 (17.95%)

It meant that students who score above C are 84.62%, classically included in the complete category.

e. Revision

The implementation of teaching and learning activities in the first cycle, there were still shortcomings, so there need to be revisions to be done in the next cycle.

- 1) Teachers need to be more skilled in motivating students and clearer in conveying learning objectives where students were invited to be directly involved in every activity that will be carried out.
- 2) The teacher needed to distribute time well by adding information that was felt necessary and making notes

- 3) Teachers must be more skilled and enthusiastic in motivating students so students can be more enthusiastic.

2. Cycle II

a. The planning stage

At this stage, the researcher prepared a learning tool consisted of lesson plan 2, formative test questions 2, and supporting teaching tools. Besides, there were also prepared observation sheets on the management of STAD model cooperative learning methods and observation sheets of teachers and students.

b. Activity and implementation stage

The implementation of teaching and learning activities for the second cycle was carried out on November 11th, 2019, in IVth grade, with a total of 38 students. The implementation of the cooperative learning method with STAD model through the following stages; (1) Implementation of learning, (2) Group discussion, (3) Tests, (4) Group rewards, (5) Determining individual and group scores. In this case, the researcher acted as a teacher, while the one acted as an observer is a teacher, the teaching and learning process referred to the lesson plan by paying attention to revisions in cycle I, so mistakes or deficiencies in cycle I would not repeated in cycle II. Observation carried out simultaneously with the implementation of teaching and learning.

At the end of the learning process, students were given a formative test II to find out the level of success of students in the teaching and learning process that has been done. The instrument used was formative test II. The research data in the second cycle were as follows:

Table IV Learning Management in Cycle II

No	The Observed Aspect	Assessment		Average
		P1	P2	
	Observation of Teaching and Learning Activities			
I	A. Introduction			
	1. Motivate students	3	3	3
	2. Conveying learning objectives	3	4	3,5
	3. Linking with the previous lesson			
	4. Organize students in study groups			
	B. Core activities			
	1. Present the steps of the cooperative learning method	3	4	3,5
	2. Guiding students to do activities	4	4	4
	3. Practicing cooperative skills	4	4	4
	4. Watch each group in turns	4	4	4
	5. Provide assistance to groups that are experiencing difficulties	3	3	3
	C. Closing			
	1. Guiding students to make a summary	3	4	3,5
	2. Provide evaluation	4	4	4
II	Time Management	3	3	2
	Class Enthusiasm			
III	1. Enthusiastic students	4	3	3,5
	2. Enthusiastic Teacher	4	4	4
	Total	41	43	42

From the table above, without observing aspects of teaching and learning activities (cycle II) conducted by the teacher by applying the cooperative learning method, the STAD model got a pretty good assessment from the observer. However, the assessment was not an optimal result, for that several aspects needed attention to perfect the application of further learning. These aspects were motivating students, guiding students to formulate conclusions/find concepts, and time management.

By perfecting aspects I of the omplementation of ofcooperative learning method with STAD model, students were expected to be able to deduce what they have learned and express their opinions so that they will better understand what they have done.

The results of observations of the activities of teachers and students were as follow:

Table V Teacher and Student Activities in Cycle II

No	Teacher activities are observed	Percentage
1	Convey the goal	6,7
2	Motivate students	6,7
3	Link with the previous lesson	6,7
4	Deliver material / steps / strategies	11,7
5	Explain difficult material	11,7
6	Guide and observe students in finding concepts	25,0
7	Ask students to present and discuss the results of the activity	8,2
8	Give feedback	16,6
9	Guiding students to summarize the lesson	6,7
No	Student activities were observed	Percentage
1	Listen/pay attention to the teacher's explanation	17,9
2	Reading book	12,1
3	Work with fellow group members	21,0
4	Discussion between students / between students and teachers	13,8
5	Presenting learning outcomes	4,6
6	Present / respond to questions / ideas	5,4
7	Write relevant to KBM	7,7
8	Summarize learning	6,7
9	Take evaluation tests	10,8

Based on table above, it appeared that the most dominant teacher activity in cycle II was to guide and observe students in determining the concept of 25%. When compared to the first cycle, this activity had increased. Teacher activity that has decreased was giving feedback/evaluation/question and answer (16.6%), explaining difficult material (11.7). Asked students to discuss and present the results of the activity (8.2%), and guided students to summarize the lesson (6.7%).

As for the activities of the most dominant learners in the second cycle was to work with fellow group members (21%). When compared to the first cycle, the activity has increased.

Student activity that has decreased was listening/paying attention to the teacher's explanation (17.9%). Discussions between students / between students and teachers (13.8%), writing that was relevant to KBM (7.7%), and summarizes learning (6.7%). The activities of students who experienced an increase were reading books (12.1%), presenting learning outcomes (4.6%), responding/asking questions/ideas (5.4%), and doing evaluation tests (10.8%).

Next was a recapitulation of students' formative test results seen in the following table:

Table VI Recapitulation of Formative Test Results for Students in Cycle II

No	Description	Cycle I Results
1	The average value of formative tests	7,29
2	The number of students who have finished learning	31
3	Percentage of mastery learning	81,58

From the above table, the average score of students' learning achievement was 7.29, and completeness of learning reached 81.58%, or there were 31 students out of 38 students who had finished learning. The results indicated that the second cycle has increased slightly better than cycle I. There was an increase in the learning outcomes of these students because after the teacher informed that there will always be a test at the next meeting, students were more motivated to study. In addition, students had also begun to understand what teachers meant and wanted by applying the cooperative learning methods with STAD model.

c. Analysis of Cycle I research data

1) Psychomotor Realm

- Students who scored 60 did not exist
- Students who received seventy scores were 15 (38.46%)
- Students who scored 80 as many as 24 (61.54%)

It means that students who score above 70 are 61.54%, classically included in the unfinished category.

2) Affective Domain

- Students who got a C value of 6 (15.38%)
- Students who got a B value of 26 (66.67%)
- Students who got an A as many as 7 (17.95%)

It meant that students who score above C are 84.62%, classically included in the complete category.

d. Reflection

In the implementation of learning activities obtained information from the observations as follows:

- 1) Motivating students
- 2) Guiding students to form conclusions/find concepts
- 3) Time management

e. Design Revision

The implementation of learning activities in Cycle II, there was still shortcomings. Then there need to be revisions to be carried out in the second cycle, including:

- 1) Teachers in motivating students should be able to make students more motivated during the learning process.
- 2) The teacher must be closer to the students so that there is no fear in the students either express their opinions or ask questions.
- 3) Teachers must be more patient in guiding students to form conclusions / find concepts.
- 4) The teacher must distribute time well so that learning activities can proceed as expected.

- 5) Teachers should add more examples of questions and gave practice questions to students to do in each teaching and learning activity.

Discussion

A. Complete learning outcomes of students

Through the results of this study indicated that the cooperative learning method with STAD model has a positive impact on improving student learning achievement. It could be seen from the robust understanding of students towards the material delivered by the teacher (completeness of learning increases from cycles I and II), namely 68.2% and 81.58%, respectively. While the group that received the award was a group I with group scores, the highest was 6.17.

B. Teacher's Ability in Managing Learning

Based on data analysis, students' activities in the teaching and learning process were obtained by applying the cooperative learning method with STAD model in each cycle to increase. It had a positive impact on the learning conditions of students, which can be shown by increasing the average value of students in each cycle that continued to increase.

C. Teacher and Student Activities in Learning

Based on the analysis of the data, students' activities were obtained in the process of learning civic education on the lesson of the political system using cooperative learning method with STAD method. The students were working with fellow group members, listening/paying attention to teacher explanations and discussion between students and teachers. So it can be said that the activities of students were categorized as active.

Whereas the activities of the teacher during the learning process had carried out the steps of teaching and learning activities and applying contextual teaching models based on teaching problems well. It could be seen from the teacher's activities that arise, including the activity of guiding and observing students in finding concepts, explaining difficult material, giving feedback / evaluating / asking questions where the percentage for the above activities was quite large.

Conclusions and Suggestions

Conclusions

Based on the research results, the results of the entire discussion and analysis that have been carried out can be concluded as follows:

1. The STAD model of cooperative learning could improve the quality of civic education learning. The Cooperative learning method with STAD model had a positive impact on improving student achievement, which was marked by an increase in students' learning completeness in each cycle, namely cycle I (68.42%) and cycle II (81.58%).
2. Cooperative learning method with STAD model could make students felt themselves getting attention and an opportunity to express opinions, ideas, ideas, and questions. Students could work independently or in groups, and could account for individual and group tasks. The implementation of cooperative learning method with STAD model had a positive effect, which can increase students' learning motivation.

Suggestion

From the research results obtained from the description before so that the teaching and learning process of civic education was more effective and provided optimal results for students, the following suggestions were given:

1. To implement the cooperative learning method with STAD model required sufficient preparation, so the teacher must be able to determine or choose topics that can be applied

- with the cooperative learning method with STAD model in the teaching and learning process to obtain optimal results.
2. In order to improve student learning achievement, teachers should train students often with a variety of teaching methods so the students could find new knowledge, obtain concepts and skills so that students can solve problems encountered.
 3. Further research is needed because the results of this study were only carried out in class IV of the 2018/2019 school year
 4. For similar research, improvements should be made in order to obtain better results.

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