

THE IMPLEMENTATION OF THE STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) MODEL TO IMPROVE STUDENTS' ACTIVENESS IN SOCIAL STUDIES LEARNING

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Abstract

The background of this study is the low activeness students in Social Studies learning. This study aims to investigate the improvement of the activeness of Grade VIII A students of SMP Negeri 1 Duduksampeyan in Social Studies learning through the STAD model.

This was a classroom action research (CAR) study. The research subjects were Grade VIII A students of SMP Negeri 1 Duduksampeyan in the academic year of 2019/2020 with a total of 32 students. The study was conducted in two cycles. Each cycle consisted of activity steps of planning, action and observation, and reflection. The data were collected through observations, interviews, field notes, and tests. They were analyzed by means of the qualitative technique using the interactive analysis model by Miles and Huberman consisting of data reduction, data display, and conclusion drawing. The data trustworthiness was enhanced through technique triangulation.

The results of the study showed that the use of the STAD model was capable of improving the activeness of Grade VIII A students of SMP Negeri 1 Duduksampeyan in Social Studies learning. This was indicated by the improvement of each indicator for students' activeness obtained from the data collected through observations, interviews, and field notes. In Cycle I, the results was still low so that the action was continued in Cycle II. In cycle II, the students' activeness improved. The improvement from Cycle I to Cycle II satisfied the criterion for the success of the action, namely $\geq 75\%$ so that the study was successful.

Keywords : STAD, Students' Activeness, Social Studies Learning

1. INTRODUCTION

Education is a rather it is a tool to form nation character. Through education, the character of individuals can be coached and developed so that into the living body

usually hears in civilized conversation and dignified operation through education in the vicinity of the family, the community, and junior high school students.

One of the ways to form the character of the individual so they can be at school local revenue for example through learning to promote disorder too. Learning is a detailed process of interaction that happened between teacher and students. Of the change in the next of the behaviors a student to lose they happened after interact with the teacher ratio. From before them and behind a student to lose their teachers so that it will have good behavior keeping and be able to do the activities of learning so effective learning which he effective one of the ways is determined by the role of teachers who achieved their intended objectives in realizing the purpose of learning. Role of teacher in order to realize the purpose of learning in a working meeting with lots of standing around deciding facilities, the media learning to promote disorder too, a source of learning, and the strategy learning to promote disorder too. This is also true out of school in droves social science.

He success of students in understanding also determined by learning how to process the experience of learning has been undertaken. A learning experience can be obtained by involving students actively participate in physical and mental with optimal. Teachers are expected to develop the basic skills and their potential students in full so that the experience of students is our priority in deciding an activity.

Based on observation of learning social science held in a class VIII A SMP N 1 Duduksampeyan found the problem in the liveliness of students in learning social science. Problems the low liveliness students in learning social class indicated by less than half the number of students in a class (the total 32) have not actively involved in learning. This is shown when the teacher explained matter not all students you want to explanation teachers, there are still 15 students crowded talk about outside the context of lessons. When there are groups that presentation still there were 10 students not see and busy the play itself. In addition, there are only three students who dare to opinions and two students ask to a group presentation.

Other problems namely learning techniques in class is still. centered on teachers is seen, while teaching, the portion of a teacher is given the lectures is more dominant than to give students a chance to opine. The use of the lectures techniques does not involve teachers also students active in learning. In addition to learning, social science students also were rarely noted during the camp because they only listen. teachers mean that students are not trained to actively involved in learning.

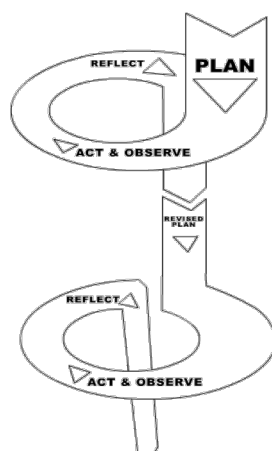
Based on the problems in the top, then required solutions for the purpose of learning can be achieved teachers need to apply the learning model able to direct students responsible and actively involved in learning. As for the learning model that can be used in learning in school was cooperative learning. hrough learning, the cooperative model gets students actively cooperate in the group to understand the basics One of the models in their experiences cooperative learning that might improve the liveliness the students were STAD model. This model is a STAD in the methods of learning, primary school students in teacher encouraged participants to cooperate with

one group to settle the task of the groups or a quiz. The group is an accumulation of a score for members of the group. Therefore, any member of a group will contribute to the achievements of the score his group and motivated to work together in order to gain a maximum score. From the above, then the researcher research are attracted to try that read: model STAD to increase the use of liveliness of students in learning social studies class vii a public junior high schools 1 Duduksampeyan.

2. RESEARCH METHODS

The kind of research carried out is a classroom action research (CAR) study. According to Suharsimi Arikunto (2006: 2), classroom action research (CAR) is a research study to the activities of an act of, who deliberately coined and is going on in a class together.

The research design used in this study is the Kemmis and Mc Taggart models. The procedures and steps of this research follow the basic principles that apply in action research. Kemmis and Mc Taggart's design consists of several stages, namely planning (plan), implementation and observation (act and observe), as well as a reflection (reflection) in an interrelated spiral system. The flow of this class action research is depicted in a spiral form as follows:



Picture. Chronology of Classroom Action Research Model Kemmis McTaggart (1992:11)

Following are the steps of the research design carried out:

1. Cycle 1

a. Planning

At the planning stage, various preparations and designs are carried out which include the preparation of lesson plans, the creation of group worksheets, student activity observation sheet, interview guide sheets, field notes format and coordination between researchers and teachers and other observers.

b. Action Implementation and Observation

This action is carried out using the planning guidelines that have been made. Implementation in this action is the researcher as a teacher. The activity was carried out on the Learning Implementation plan that had been prepared previously with each cycle consisting of two meetings.

Observations carried out during the learning process in class using observation sheets that have been prepared. At this stage, carried out to see firsthand the activeness of students during the learning process and teacher activities in applying the STAD model. The results of these observations form the basis for reflection so that the observations made tell the real conditions and conditions.

c. Reflection

Data in the first cycle that have been obtained from observations, field notes, and interviews have been analyzed, then conducted reflections. At this stage the researcher studies and discusses with the Social Studies teacher the aim of making improvements or revisions at the initial planning stage. In addition, the discussion also aims to evaluate the results of actions that have been taken. If the action has shown an increase in student activity, then the study is stopped, but if it has not reached the indicator of success, then the research continues to the next cycle. In cycle II, the action plan is prepared based on the results of reflections from cycle I. The activities carried out in cycle II aim to perfect or improve implementation in cycle I.

2. Cycle II and so on

After reflection, the *observer* with the teacher will find the results of the activities of cycle I. If the results of the first cycle have not shown significant changes, it will be continued in cycle II. If in cycle II has shown results that match the criteria, the research will stop in cycle II. Cycle III will be carried out if the second cycle has not shown results that are in accordance with the criteria for the success of the actions that have been prepared.

DEFINITION OF VARIABLE OPERATIONS

1. STAD model is one of the models in the cooperative learning model that emphasizes the existence of interaction and cooperation between students to motivate each other and help each other in mastering subject matter in order to achieve maximum achievement through a series of group activities.
2. The activeness of students in social studies learning is the willingness of students to participate in social studies learning activities that involve physical (physical) and psychological (mental) elements.

DATA COLLECTION TECHNIQUE

In this study, the *first* data collection technique is observation. Observations in this study use structured observation to observe the implementation of social studies learning using the STAD model and observe the increase in the activity of students of class VIII A of SMP Negeri 1 Duduksampeyan. *Second is the* interview, the researcher conducts an interview with the social studies subject teacher during reflection, then

another interview subject is a class VIII A student at SMP Negeri 1 Dudukseyeyan using a structured interview guide. *The third* is the field notes, field notes containing important things experienced during the learning process using the STAD model. *Fourth*, namely the test, in this study the test is used as a control that the use of the STAD model is still able to realize the learning objectives in terms of student learning outcomes.

RESEARCH INSTRUMENTS

The main instrument in this study is the researcher. Researches as planners, data collectors, analyzers, interpreters of data, and reporters of research results. To focus the data to be obtained, researchers used other instruments such as observation sheets, interview guides, field notes sheets, and test items.

DATA ANALYSIS TECHNIQUE

Data analysis Classroom Action Research (CAR) was conducted with qualitative data analysis, namely data analysis based on the reflection of each action cycle. This is useful for the plan to improve learning in the next cycle. Data derived from observations, interviews, and field notes are processed into meaningful sentences and analyzed qualitatively. Qualitative analysis technique refers to the analysis technique of Milles and Huberman (1992) in Sugiyono (2009: 337), the analysis technique consists of three components, namely data reduction, data presentation, and drawing conclusions.

RESEARCH RESULTS AND DISCUSSION

Classroom action research is carried out in two cycles, each of which consists of two meetings This research was conducted on July 23, 2019, until July 31, 2019. The following is a description of the implementation of actions in social studies learning using the *STAD* model in class VIII A of SMP Negeri 1 Duduksampeyan

1. Cycle I

Cycle I consisted of two meetings. Has stages which include: planning, action and observation, and reflection.

a. Planning

Research planning is carried out with the aim of planning actions to be carried out in social studies learning to increase student responsibility and activeness. The stages of action planning carried out in the first cycle of research include the preparation of lesson plans, the creation of group worksheets, student activity observation sheets, interview guide sheets, preparation of student worksheets, and coordination with teachers and other *observers*.

b. Action and Observation

The meeting I held on Tuesday, July 23, 2019, at 08.20-09 .40 pm and the meeting II held on Wednesday 24 July 2019 at 12:00 to 13:20 pm. Along with the implementation of the activities carried out observations. Observation conducted to observe the implementation of the social studies lesson with STAD model and activity of students.

Based on observational data on the activeness of students in social studies learning also has not yet reached the criteria of success of the action. Not optimal activity of students is shown students do not want to share information with group members, students do not pay attention to the teacher when delivering material, students are not confident giving opinions and questions, students are still embarrassed to ask the teacher when difficulties in learning and students do not dare to answer the questions asked other students at the presentation.

c. Reflection

Based on observations, interviews, and field notes, in cycle 1 shows that during the implementation of learning with the STAD model is still not optimal and there are some shortcomings. For this reason, after the implementation of the first cycle of action, the researchers and social studies subject teachers evaluate the implementation of learning that has been done as input for improving social studies learning by using the STAD model in cycle II.

The deficiencies found in cycle 1 include:

- 1) Students do not understand the STAD model so there are groups that are wrong in implementing the STAD model.
- 2) During the discussion, students are still passive to listen to their friends who are opinions and there are still many who cannot respond to their friends' opinions.
- 3) In group discussions, there are students who do not want to help their friends who have difficulty in understanding the material.
- 4) There are students who do not have the courage to help answer questions and respond to suggestions during presentations, so in one group that can answer is usually students who are smart and dare to speak.
- 5) There are students who have not been able to do and collect assignments according to the specified time.

2. Cycle II

Cycle II was implemented as an improvement of the implementation of actions by applying STAD model in cycle I. The second cycle consisted of two meetings and had stages such as planning, action and observation, and reflection.

a. Planning

Planning cycle II is carried out with the aim of planning actions to be carried out as improvements based on reflections and deficiencies that existed in the previous cycle. In this second cycle, makes RPP, LKPD, exam questions, quiz questions. Setting up a research instrument in the form of student activity observation sheet, observation sheets activities teacher, interview guides, sheet field notes, and conduct coordination with teachers and peers who acted as *an observer*.

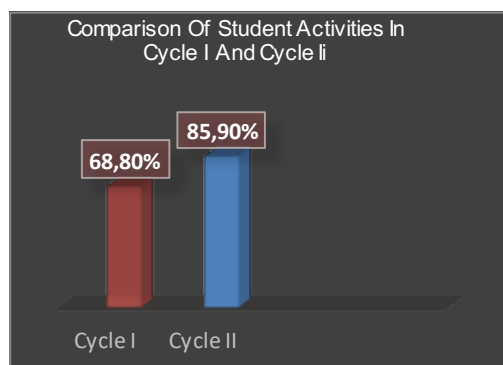
b. Action and Observation

The 1st meeting was held on Tuesday, 30 July at 09.20-10.40 WIB. The 2nd meeting was held on Wednesday, 31 July at 12.00-13.20 WIB. Along with the implementation of the activities carried out observations. O Event observation conducted to observe the implementation of the social studies lesson with STAD model and student activity.

Based on observations of the activeness of students in class VIII A in cycle II shows that the average percentage of student activity has met the criteria for success of the action. Implementation of improvements in cycle II also increases students more active in social studies learning by doing the following activities: many students read the material being studied, more students who dare to express opinions in groups or when responding to presentations, students share information about the material what is learned to a group of friends, students dare to ask a group of friends when having difficulty doing assignments and dare to ask groups who are presenting, students dare to ask the teacher when difficulties in learning, students listen more to the teacher's explanation, students dare to answer oral questions from the teacher individually.

c. Reflection

Based on the results of reflection in the second cycle, the implementation of social studies learning with the STAD model in the second cycle has been able to increase student activity. Increased student activity has reached the specified success criteria of $\geq 75\%$. The average percentage of student activity was 69,8%. % while for learning outcomes 85.9%. Therefore, social studies learning with the STAD model that has been implemented can be said to be successful and ended in the second cycle.



3. RESULT AND DISCUSSION

This class action research aims to find out the increase in the activeness of students of class VIII A at SMP Negeri 1 Dududksampeyan in social studies learning using the STAD model. This research was carried out for two cycles. Each cycle consists of two meetings. The data used in the study were obtained from observation sheets, field notes sheets, interview sheets with students, and tests.

The implementation of social studies learning by using the STAD model in the first cycle outline was carried out by meeting I to deliver material, form groups, discuss, and do group assignments. Meeting II to present group assignments in front of the class, and work on quizzes. Long enough presentations reduce time to provide conclusions and evaluations. In the first cycle, the activeness of students in social studies learning is still not optimal, there are some shortcomings.

The existence of various deficiencies in the first cycle encourages researchers to make improvements in the second cycle. These improvements are:

1. Provide a more detailed explanation of the STAD steps so that students are more understanding in participating in learning.
2. Allocate time effectively at each learning step with the STAD model. The teacher gives a presentation time limit.
3. Observe and record groups whose members do not contribute.
4. Give a variety of tasks to the STAD model by being given group assignments in the form of project assignments and different discussion materials to improve the ability to think, ask, and answer questions.
5. Give strictness on the time limit in doing the assignments given by the teacher.

Implementation of improvement in the second cycle succeeded in increasing the activeness of students in social studies learning. With the increase in student activity in social studies learning also has an impact on improving learning outcomes. Better time management at all stages of learning causes students to better understand the material being studied so that many student learning outcomes reach KKM.

4. CONCLUSION

From the results of the research and discussion described, the following conclusions are obtained:

1. The use of the STAD model can enhance the activeness of students of class VIII A of SMP Negeri 1 Duduksampeyan in social studies learning through several efforts such as: explaining the steps of learning activities and STAD model regulations in more detail, supervising and reprimanding strictly for students who do not contribute to the work, allocate time appropriately in each step of learning with the STAD model, provide motivation to students, assign variations of tasks in learning, assign students to presentations randomly, and award certificates in the form of a group achievement predicate according to the scores obtained by each group.
2. The success of the STAD model to improve student activeness abilities in social studies learning is evidenced based on data obtained from observations, interviews, and field notes that indicate an increase in the average indicator of student activity in each cycle until it reaches the specified criteria for action success.

Based on the results of observations, interviews, questionnaires, and field notes, in the first cycle, the student activity was still low indicating that cycle II continued. In cycle II the activeness of students has increased. The increase from the first cycle to the

second cycle has met the criteria for success of the action that is $\geq 75\%$, so this research is said to be successful.

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