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Implementation Model Cooperative learning Mode Studen Teams-Achievement Division (STAD) on Learning IPS in Class IV Elementary School Pasanggrahan II District Maja

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Abstract:- This study aims to improve the cognitive abilities and interests of learners in the eyes of social studies subjects on social issues in the local area in class IV SDN Pasanggrahan II subdistrict Maja Majalengka district. This research uses action research method or Action Research. The research model used is Kemmis and McTaggart model has stages in each round are: 1) Planning (planning),2) action (action), 3) observation (observing), 4) and reflection (reflecting). This research can be completed in 2 cycles. This location is done in SDN Pasanggrahan II subdistrict Maja Majalengka District, amounting to 20 students consists of 10 students and 10 female students. The types of instruments used are test, interview, observation, and documentation. Increased cognitive ability can be seen from the activity of cycle I reach 60% or 12 students can be said to be binding of the number of 20 students and in the second cycle reached an increase to 85% with jemlah learners who complete as many as 17 students from 20 learners. Students' interest in learning social studies reaches 65%, the result is increased in cycle II with the total score of 1481 with the result of 80% percentage. With this result, it can be concluded that model of cooperative learning type studen teams-achievement division (stad) on IPS learning in class IV SD Negeri Pasanggrahan II Maja District.

Keywords:- *Cooperative learning, STAD, IPS.*

I. INTRODUCTION

Education is a cultural process to improve the dignity of human dignity that lasts throughout life, carried out in the family, school, and community environment. Education is therefore a shared responsibility of the three environments. In the implementation of education is divided into two lines, namely education and school paths outside school or formal and non formal education. In relation to formal education (school) is supported by a number of subjects, one of which is religious education, in this case is Islamic Religious Education. In order to achieve the objectives that have been outlined, the education field of Islamic studies from the lowest level to university, programmed systematically. So in other words, education is essentially human endeavor to help and direct human nature to develop to the maximum point that can be achieved in accordance with the aspired.

Constraints faced by the Indonesian nation today is the low quality of education. When we speak learning, then the most responsible for the learning is the teacher. Thus, to improve the quality of learning, then in the hands of the teacher the key to its success.

One of the subjects studied by elementary school students is Social Science lesson (IPS), supposedly in the context of education in IPS lesson is able to produce students critical thinking analytical, crisis, and creative. Because when viewed from the indicators of learning IPS is marked by the increase of knowledge, skills and changes in the behavior of learners, so that learners can solve problems by themselves and can undergo a synergistic relationship between humans with the natural and social environment.

In learning activities especially in Social Science (IPS) lessons, Teachers can bring learners to real life so that they can be appreciated, responded and can improve the mental sensitivity, the skills of the students in facing the real world.

In reality, however, the activities shown by the students in the lesson are still low, such as the low interest of learners to learn the group where the implementation of learning in the field through group learning is still rare, if any implemented results are still low. In general, learners tend to be passive, because the one-way lesson focused only on the teacher, the absence of reciprocity and dare not to ask questions or answer questions, if there were only 4-5 students only. This is evident from the results of the evaluation obtained from 20 students is still low that there are 11 (55%) students are not complete and 9 (45%) people complete from the determined KKM value of 70. By looking at such conditions and from various problems above the researcher is interested to change the way pengajrannya by using other medol such asmodel cooperative learning type studen teams-achievement division (STAD) which in this model can help teachers to mempermudan achievers learning materials and improve the cognitive and affective ability of the learners themselves. This model can make students appreciate the differences of opinion of each student and increase cooperation, because the STAD model is

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a model that involves intergroup competition and is one of the cooperative model that puts learners in heterogeneous class, differentiated students based on academic ability, skill and tribe.[1] In the learning process students will be divided into several small groups, each member will learn from each other. The success of a person will affect the group so that this STAD model each student has their respective responsibilities.

By usingmodel of *cooperative learning* type *studen teams-achievement division* (STAD) is expected to assist students in understanding difficult concepts understood, fostering interaction between teachers and students, increasing cooperation among students in solving problems, and increasing creativity and critical thinking.

In addition to improving the cooperation group STAD model can also improve the cognitive and affective ability of learners. As for Bloom's taxonomy, any attempt to measure brain activity is included in the cognitive domain. In the cognitive domain there are six levels of thought processes, ranging from the lowest level to the highest level of C1 to C6 while affective is the field associated with attitudes and values.[2] Why only two aspects are examined because according to what Bloom states that the affective goal in learning as a means of cognitive goal is to develop interest and motivation. Motivation is essential for learning and is thus one of the main ways in which affective domains are used as a cognitive tool.[3] Some experts say that a person's attitude can be predicted to change if someone already has a high level of cognitive mastery.

Based on the results of the identification of problems found in the field researchers have a solution in overcoming the problem, namely by implementing model cooperative learning type studen teams-achievement division (STAD) to improve the cognitive and affective ability of learners. This study aims to improve cognitive abilities and interests of learners in the eyes of social studies subjects on social issues in the local area in class IV SDN Pasanggrahan II Maja district Majalengka district.

[1] Dorothy Rimba. "A comparison of STAD and drill of strategy in increasing grade V student 'cognitive Achievement on ratio," journal Mathematics Education, FIF-Universitas Pelita Harapan, Vol. 12 (1) .spring 2016, pp. 10-19

[2]Iin Nurbudiyani. "The implementation of cognitive, affective, and psychomotor measurements on the subjects of IPS class III SDN muhamadiyah paangkaraya," educational journal, FKIF- Universitas muhamadiayah palangkaraya, Vol 8. Spring 2013, hh.14-20

[3]Qadar, "accessing cognitive and affective on optical learning with interactive demonstration demonstrations, "the journal of innovation and the study of physics, university FKIP mulawaran.Vol.2 (1) .2015.hh.1-10

II. METHODS

In this study that researchers use including action research methods or *Action Research*, action research method is aimed to towards improvement and improvement, from various tiger model research action one of them researchers using the model Kemmis and McTaggart. This model is a development of Kurt Lewin. In kemmis and taggart the component of action (*acting*) with observation (*observing*) is a unity because it is two inseparable activities.[4]Kemmis model of action research and McTaggart has stages at each revolution yaiutu: (1) Planning *(planning),*(2) the action*(action),*(3) observation*(observing),*(4) the reflection(reflecting).

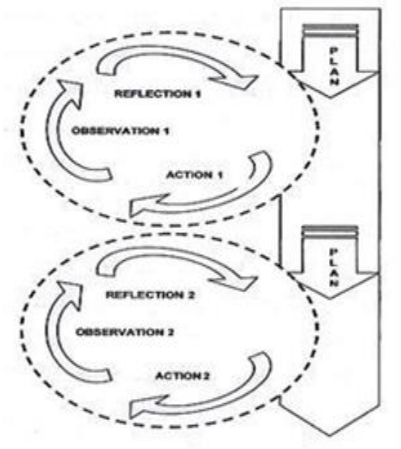

Fig 1:- Research Model Action Kemmis Class & Mc Taggart

Source of data in this study are students class IV class SDN Pasanggrahan II sub district Maja Maja lengka district with the object of researchers who numbered 20 students, which made research on improving cognitive and affective ability of learners with using model *cooperative learning* type STAD.

Data collection techniques used were observation, test, interview, and documentation.

III. RESULTS OF

A. Cognitive Ability

The results of students' cognitive ability test at the time of pre cycle only 9 students reaching KKM with 12% percentage.

[4]James Tangkudung, *Miscellaneous Research Methodology*. (Jakarta: Lensa Media Pustaka Indonesia, 2016), p.27.

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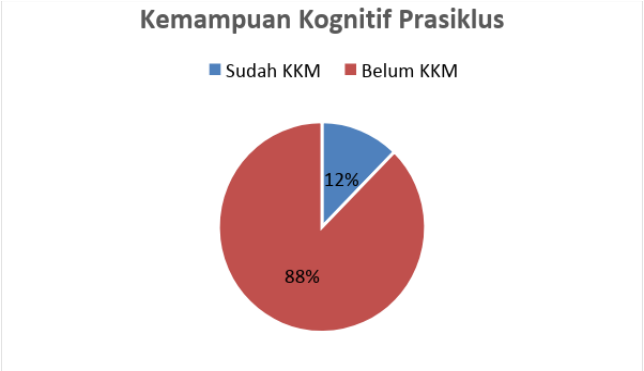

Fig 2:- Diagram of Cognitive Ability Learners Pre cycle cycle

The results of learning cycle I can be described that the average value obtained is 70.55 with the highest value of 90 and the lowest value of 45. While learners who complete learning as many as 12 students from 20 students (60%) and students who have not completed as many as 8 students from 20 students (40%).

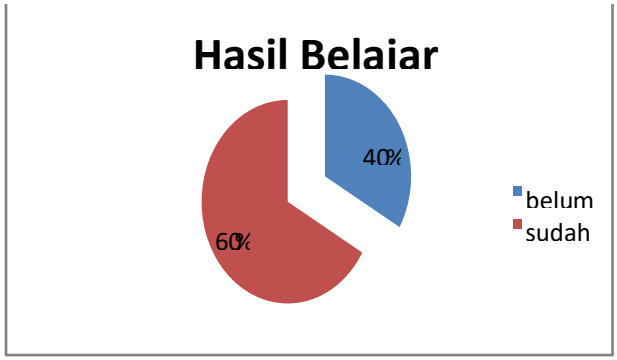

Fig 3:- Cognitive Ability Diagram Students of the First

Cycle The results of learning cycle II can be described that the average value obtained is 75.5 with the highest value of 92 and the lowest score of 45. While learners who thoroughly learn as many as 17 students from 20 students (85%) and students who have not completed as many as 3 students from 20 students (15%).

Fig 4:- Cognitive Ability diagram Students SIklus II

B. Student Interest

In the first cycle of student interest reaches 65% or only 13 out of 20 students who complete. The following percentage of student interest results is poured into the diagram.

Fig 5:- Interest Diagram of Students Cycle I

In cycle II there is an increase in student interest with 80% percentage so no action need to be done on the next cycle, interest yield percentage can be seen in the diagram below.

Fig 6:- Interest Diagram of Students Cycle II

IV. DISCUSSION

Implementation of Model *Cooperative Learning* STAD model to improve cognitive ability and interest of students in class IV SDN Pasanggrhan II with social permaslahan material in local area With the standard of competence 2. Know natural resources, economic activity, and kemajuanteknologi in the district, city and province The basic competence in this research is 2.4 Know the social problems in the local environment.

The use Cooperative Learning of STAD model has been planned previously to overcome the difficulties of students in IPS learning, based on the problems found at the time of initial data collection, cognitive ability and interest of learners can be improved by using STAD type cooperative model because the

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stages are in accordance with the criteria primary school children. According to Piaget that the learning process must be in accordance with the stage of cognitive development of children who are in concrete operational stage.[5] Learners will more easily accept the process pengajrannya.

The activity of this research is carried out from the beginning of pre-research keiatan samapai deberi action on the cycle I and cycle II, during the process of learning process took place researchers and collaborators make observations and get data results from observation actions performed, data credibility and interest of participants, after doing learning using STAD type cooperatid model. To see if the actions implemented are in accordance with the planned data can be seen from the results of the research cycle I and the following cycle II.

A. Cognitivecognitive

Abilityabilities pay attention to predetermined indicators Mentioning 3 social barriers and unemployed adults, explaining the relationship of poverty to crime and factors causing poverty, illustrating urban and rural life, exemplifying 2 concerns about social problems in rural and urban areas and juvenile delinquency on the streets, halting social problems in urban and rural areas and how to cope with poverty and unemployment, the use of modern machinery in the local area, solving the problems of street children in big cities, comparing social interactions in urban and rural areas, creating a good youth social environment. Data from cognitive abilities in the first cycle and the second cycle can be seen in the table below:

Cycle	Value Average
Prasiklus	63.03
Cycle I	70.55
Cycle II	75.05

Table 1. Data cognitive abilities of the first cycle and the second cycle

From the data in above can be taken on prasiklus get an average value of 63.03 whereas after done the action in the first cycle the average cognitive ability of learners has increased to reach an average value of 70.55. In the second cycle the data obtained by the cognitive ability of the learner has increased to 75.05, therefore the action research is discontinued because of the data obtained in this second cycle sudai reach targets. Following the table of cognitive ability completeness.

[5] Nur Iwanto & Yusuf Sunarya, Pedagogic Competencies for Teacher Performance Improvement and Assessment in the Implementation of the National Curriculum (Surabaya, 2016), p. 64.

Outcome Skill Results	Number of Students			Percentage		
	Prasiklius	Cycle I	Cycle II	Prasiklus	Cycle I	Cycle II
Completed	9	12	17	45%	60%	85%
Not Completed	11	8	3	55%	40%	15%
Total	20	20	20	1005	100%	100%

Table 2. Results Completeness cognitive ability cycle I and cycle II

Presentation the improvement of cognitive abilities as a whole can be seen from the following table graphics.

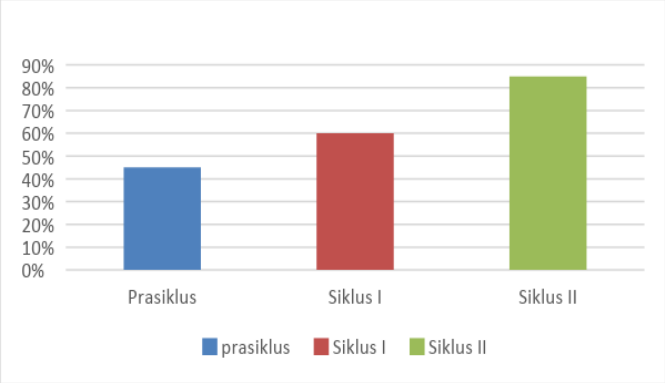

Fig 7:- Graph of Percentage of Achievement Result of Cognitive Ability, Cycle I and Cycle II

B. Interest of Student

Of Prasiklus Practitioner Data The result of agket that can be from learners to learn learners interest which is done researchers from prasiklus data, cycle I and cycle II can be seen in the following table.

Cycle	Total score	Percentage
Prasiklus	1440	50%
Cycle I	1456	65%
Cycle II	1481	80%

Table 3. Interest data of Prasiklus learners, cycle I and cycle II

Based on the data obtained from the test results in the questionnaire seen increased interest of learners for learning IPS with the results on prasiklus reach 1440 score in cycle I reach score 1456 has increasing to cycle II reach score 1481. Data of achievement of percentage can be categorized as hell in diagram below:

Fig 8:- Graph Presentation

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Student interest Improvement data using percentage at sikkus I interest learn learners reach 65% and in cycle II reach 80%, hence from this cycle II the researcher have conducted the learning activity well so that the researcher is stopped samapai cycle II because penca [paian target have been reached.

C. Discussion of research results

In this research, there are two indicators of success that is the improvement of cognitive ability of learners and the interest of learners, from the results of research that has been conducted shows that the cognitive ability of learners and the interests of learners can be increased after using learning model Cooperative learning type STAD. This can be seen from during the learning process from the beginning prasiklus data and the first cycle until the second cycle takes place as well as from the test results that have been implemented. Can we see the percentage in diagonas below:

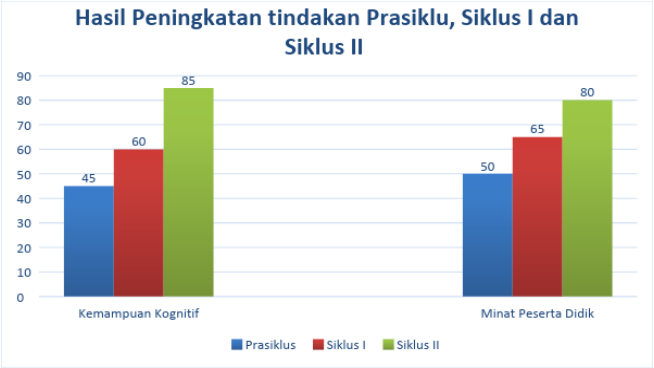

Fig 9:- Graph of cognitive ability improvement and interest of learners each cycle

Based on quantitative data above diagram can show improvement from beginning prasiklus data up to treatment action cycle I and cycle II, can be seen before improvement done actions (prasiklus) cognitive ability of learners who completed or above KKM that determined by the value of 70 only reached 9 children or when presented only 45% of jumblah pesereta students as many as 20 students, after the action in cycle I has a complete increase learners as many as 12 people or 60% of the number of participants, but the increase is not according to achievement targets then carried out subsequent action on cycle II, in this cycle II mengingkai learners who complete up to 17 peseta students or 85% of the number of learners.

Likewise the results can be on the interest of students experiencing peningaktan of Prasiklus, cycle I and cycle II improvement can we see from the results obtained questionnaires pre cycles as many as 10 learners with a percentage of 50%, in the first cycle increased to 65% 13 students, and carried out the next cycle increased to 80% with a total of 16 students. Based on the results of analysis of quantitative and qualitative data can mmbukti pemajran by using model *Cooperative learning* type STAD can menningkatkna cognitive ability of learners and interests of learners.

V. CONCLUSION

Based on the results of observations made during the two cycles, each of each cycle consisting of four meetings and discussion of research results described earlier in chapter IV, so it can be made into some of the conclusions of a study carried out two such cycles including the following:

- Process the special learning activities in Social Science (IPS) study conducted at SDN Pasanggarahan II on the subject of social problems in the local area by applyingmodel *Cooperative learning* of *student team achiviement development* (STAD) can improve the cognitive ability of the students and the students' interest. Increased cognitive ability can be seen from the learning activities and with the results of the final evaluation evaluation test, for the value obtained in the first cycle reached 60% or 12 learners can be said to be a total of 20 students and in cycle II reaches an increase to 85% with participants jemlah educated a total of 17 learners from 20 learners.
- Student interest in IPS learning in grade 4 students of SDN Pasanggrahan II by usingmodel *Cooperative learning* of *student team achiviement development* (STAD) type can increase, it can be seen from the questionnaire given to the students by getting the result in cycle I with total score 1456 when in percentage reached 65%, the result is increased in cycle II with the number of score 1481 with the result of 80% percentage then the research does not proceed to the next cycle because in cycle II this value has reached the criteria mastery.

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