

Improving Collaboration Skills and Thematic Learning Outcomes Theme V Sub Theme 2 Using the Student Teams Achievement Divisions (STAD) Learning Model for Class III Students at SD Negeri Bendo Samigaluh, Kulon Progo, Academic Year 2021/2022

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Abstract: This research aims to improve collaboration skills and student learning outcomes in thematic subjects theme V sub-theme 2 class III in SD Negeri Bendo Samigaluh for the 2021/2022 academic year through the application of the Student Teams Achievement Divisions (STAD) learning model. This type of research is Classroom Action Research (PTK) which is carried out over two cycles with each cycle consisting of 2 meetings. The subjects in this research were 5 students in class III of SD Negeri Bendo Samigaluh, Kulon Progo Regency. The data collection technique in this research is through observation. The research results show an increase in students' collaboration abilities, where in cycle I an average score of 48% was obtained and in cycle II an average score of 74.25%. Meanwhile, the data on student learning outcomes also showed an increase. This was proven in cycle I, students who met the minimum completeness criteria obtained an average score of 75% and in cycle II students who met the minimum completeness criteria obtained an average score of 100%. Therefore, the application of the Student Teams Achievement Divisions (STAD) learning model can improve collaboration skills and student learning outcomes in thematic subjects theme V, sub-theme 2, class V, SD Negeri Bendo Samigaluh for the 2021/2022 academic year.

Keywords: Collaboration, Learning Outcomes, Student Teams, cycle

INTRODUCTION

Elementary school (SD) education is the first level of formal education. In elementary school (SD), students will be guided to build initial concepts related to science. As the foundation of science, the material presented must not have wrong concepts and efforts must be made so that the material presented can be accepted by students and can create good and smooth learning activities [1]. Learning is a process of interaction between teachers and students that occurs directly at school or indirectly with learning media [2]. The learning currently being carried out in Indonesia refers to the 2013 curriculum, where teachers act as facilitators, learning designers, and learning centers for students. Teachers must also continue to strive to produce students who are more creative and independent [3].

The ideal condition in the learning process is that teachers and students can collaborate actively according to the learning steps that have been determined. Active collaboration can occur if teachers can use appropriate learning models and methods [4]. However, different things happened at SD Negeri Bendo Samigaluh, especially in thematic learning for theme V, sub-theme 2.

Thematic learning in class III at SD Negeri Bendo Samigaluh, especially class III, currently does not fully involve students actively. Class III is categorized as a low class, even though teachers should direct lower-class students to explore freely [5]. But in reality, teachers are still stuck using conventional methods. Teachers also do not use learning media that are interesting to students. Therefore, students are less motivated in learning activities. This lack of motivation to learn has an impact on the difficulty of learning discipline for students which causes low student learning outcomes. In essence, learning outcomes are a change in the attitude of each individual as a result of the learning process. The learning outcomes obtained by each individual can provide information regarding the individual's ability to learn



the learning material explained by the teacher [6]. Dakhi [7] also believes that learning outcomes are achievements achieved by students in the academic field through exams and assignments, active asking and answering questions that support the acquisition of these learning outcomes.

The use of conventional methods limits participants from being actively involved in teaching and learning activities. The knowledge obtained by students is less than optimal when compared to the active involvement of students in learning. Lack of motivation in learning also results in students being less enthusiastic and lazy to collaborate in participating in learning activities in class. Collaboration is a form of cooperation between individuals who help and complement each other to carry out certain tasks in order to achieve a predetermined goal [8]. This results in students whose capacity to absorb knowledge is increasingly lazy to participate in learning activities in class. Apart from that, increasingly complex material makes it increasingly difficult for students with low absorption capacity to participate in learning. This also has an impact on student learning outcomes.

Based on the daily test results of Class III students at SD Negeri Bendo Samigaluh, there were 8 students. There are 2 students who have reached the Minimum Completeness Criteria with a completion percentage of 25% and there are 6 students who have not reached the Minimum Completeness Criteria with a percentage of 75.00%. The average student learning outcome in this academic year is 63.63%. Therefore, one solution that can be done is to apply the right learning model. One learning model that is suitable to be implemented is the Student Team Achievement Divisions (STAD) learning model.

Model pembelajaran Student Team Achievement Divisions (STAD) merupakan salah satu model pembelajaran yang merupakan model pembelajaran kooperatif yang paling sederhana dan merupakan model yang banyak digunakan dalam pembelajaran kooperatif. Bagian terpenting dari model ini adalah peserta didik akan bekerja dalam kelompok untuk belajar mengajar serta berbagi informasi [9]. Selain itu model pembelajaran kooperatif tipe Student Team Achievement Divisions (STAD) dapat melibatkan peserta didik untuk aktif dalam belajar baik secara mental, fisik maupun sosial [10].

So based on the description above, the researcher took the initiative to conduct research using the Student Team Achievement Divisions (STAD) learning model which aims to improve collaboration skills and student learning outcomes in thematic lessons theme V sub-theme 2 class III at SD Negeri Bendo Samigaluh for the 2021 academic year /2022.

RESEARCH METHODS

This type of research is a type of Classroom Action Research. This research was carried out from January to March 2022. The subjects of this research were students in class III III at SD Negeri Bendo Samigaluh for the 2021 academic year /2022, totaling 8 students. The data collection technique in this research uses observation techniques, where the data is analyzed descriptively.

TABLE 1. STAD learning model steps [11]

No.	Stages	Teacher Activity
1	Conveying goals and motivating students	Convey all the goals to be achieved during learning and motivate students to learn.
2	Presenting information	Presenting information to students by means of demonstrations or through reading.
3	Organizing students into study groups	Explain to students how to form study groups and help each group make the transition efficiently.
4	Guiding the group in working and studying	Guiding study groups that have been formed while they are working on assignments.
5	Evaluation	Evaluate learning outcomes regarding the material that has been studied or ask the group to present their work results.
6	Give awards	Appreciate learning outcomes, both individual and group efforts.

Based on the main principles and components of STAD, the learning model steps applied in this research are presented in Table 1. Procedure This research was carried out using two cycles, where each cycle consisted of 2 meetings. Each meeting is allocated 2 hours of class time (2 x 35 minutes). The framework for this research is presented in Figure 1.

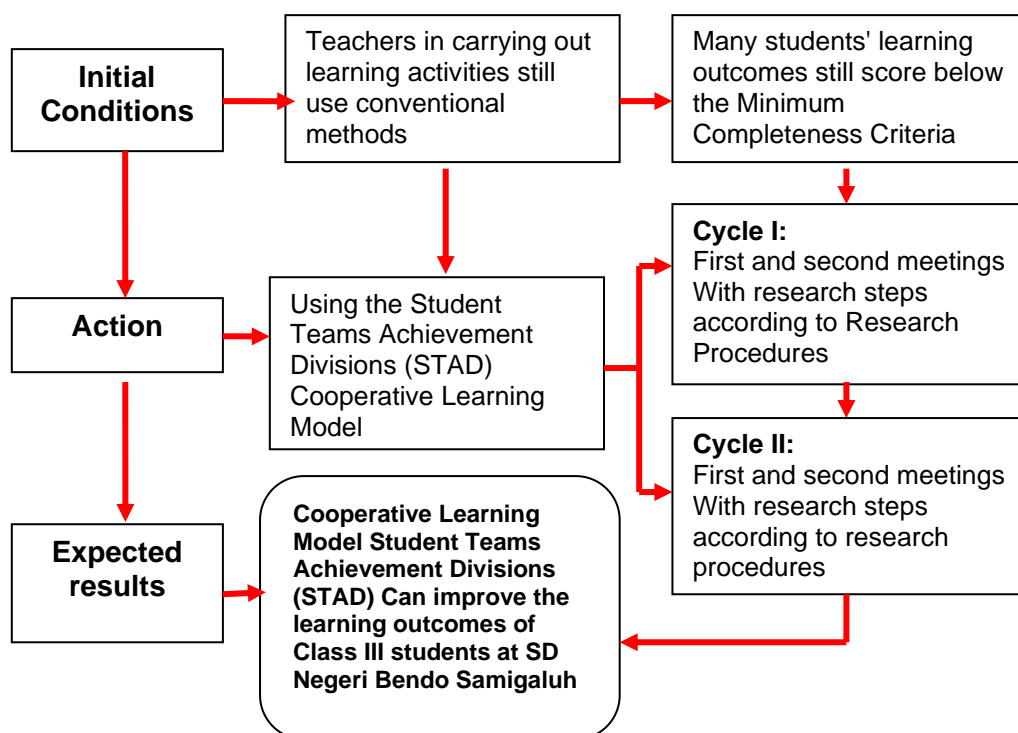


FIGURE 1. Research Framework

RESULTS AND DISCUSSION

Based on the results of research carried out in cycle I, the implementation of the Student Team Achievement Divisions (STAD) learning model has not been completely successful. This is proven by the fact that there are still many student learning outcomes that are not satisfactory so they need to be continued in the next cycle. In cycle II, the implementation of learning improvements was carried out on the thematic lesson content of theme V, sub-theme 2, by correcting the deficiencies found in cycle I. So in cycle II, there was a significant increase in results as evidenced by the learning outcomes of class III students at SD Negeri Bendo Samigaluh who meet the Minimum Completeness Criteria are 4 students out of a total of 8 students or 50.00%. Thus, the application of the Student Team Achievement Divisions (STAD) learning model can improve the learning outcomes of class III students at SD Negeri Bendo Samigaluh with the following details:

1. Pre-cycle, the number of students who have completed the Minimum Completion Criteria is 2 students or 25.00%.
2. In the first cycle of the 2nd meeting, the number of students who completed the Minimum Completion Criteria score was 6 students or 75%
3. In Cycle II of the 2nd meeting, the number of students who have completed the Minimum Completion Criteria score is 8 students or 100%.

Student learning outcomes have increased significantly with a percentage of 75% because the Student Team Achievement Divisions (STAD) learning model invites students to learn while working together in groups and collaborating to be able to collect the highest score between groups, which is simply so that the learning process will be faster. fun with the hope that the material to be presented will be more easily digested and easily accepted by students.

The following is related to students' collaboration abilities in participating in learning using the Student Team Achievement Divisions (STAD) model. Significant results have been obtained, and there is an increase in the results of the following research showing:

1. Pre-research total score obtained by students in collaborating was 48%
2. Cycle I, 2nd meeting, observation results showed that the average score was 74.25%
3. Cycle II, second meeting, observation results showed that the average score reached 91.25%

The results above, show that students' ability to collaborate in following the learning process using the Student Team Achievement Divisions (STAD) learning model has increased in thematic learning for theme V, sub-theme 2 in class III at SD Negeri Bendo Samigaluh Kulon Progo.

The use of the Student Team Achievement Divisions (STAD) learning model increases teachers' confidence in carrying out teaching and learning activities. Starting with the delivery of learning

objectives, delivery of material, group activities, quizzes, and group awards. Learning activities using the Student Team Achievement Divisions (STAD) learning model in Thematic lesson theme V sub-theme 2 are a series of activities to improve the quality of learning practices carried out by class III teachers at SD Negeri Bendo Samigaluh who are assisted by collaborators (colleagues). The activity stages in the Student Team Achievement Divisions (STAD) learning model implemented in this research begin with the teacher's explanation of the material being studied, and the teacher uses pictures, and reading/text, that are appropriate to the material being taught. So, each group can clearly and more easily understand what is called weather and its influence on human life, with pictures students can also determine the weather conditions in the surrounding environment of an area.

The application of the Student Team Achievement Divisions (STAD) learning model helps students to be more active and enthusiastic in participating in learning. This was very visible in the implementation of the second cycle of research, where students were able to learn to collaborate on the material presented by the teacher as evidenced by the students' learning outcomes that reached the Minimum Completeness Criteria. The learning outcomes obtained are much better than the learning process before using the Student Team Achievement Divisions (STAD) learning model.

In cycle I the teacher applies the Student Team Achievement Divisions (STAD) learning model in thematic lessons with Theme V sub-theme 2 material. The learning actions carried out in this stage are in accordance with what was planned. Next, the teacher forms students into heterogeneous groups consisting of 4-5 students. These learning activities begin with the delivery of learning objectives, delivery of material, group activities, quizzes, and group awards. The most important characteristic of the STAD learning model is teamwork. Istiningrum [12] explains that there are factors that can influence the success of implementing STAD, namely the availability of tools such as modules and worksheets, the availability of discussion time and access to other learning resources, as well as the role of lecturers as facilitators and motivators.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the Student Teams Achievement Divisions (STAD) learning model in theme V sub-theme 2 subjects can improve collaboration skills and learning outcomes for class III students at SD Negeri Bendo Samigaluh for the 2021/2022 school year.

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