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Improvement of Learning Outcomes Through STAD Type Cooperative Learning in Indonesian Learning

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Abstract
This study aims to improve student learning outcomes through cooperative learning strategies of the Student Team Achievement Division (STAD) at SMA Negeri 6 Maros. This type of research is classroom action research (CAR) which consists of planning, action, observation, and reflection. The subjects of the study were students of class XI MIPA. Data collection techniques use daily replay documentation to show improvement. The data were analyzed with descriptive statistics. The learning outcomes Indonesian class XI MIPA 3 students at SMA Negeri 6 Maros who were taught using the STAD (Student Team Achievement Divisons) type cooperative learning model were classified as very high with an average score of 95.15% of 25 students. This shows that cooperative learning strategies with STAD can improve student learning outcomes.
Keywords: Learning Outcomes, Indonesian Learning, STAD Type Cooperative

INTRODUCTION

A great nation is a nation that pays attention to the education of its citizens. Law No. 20 of 2003 concerning the National Education System /Sisdiknas (MoNE, 2003) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character and skills needed for themselves, society, nation and state.

Success in education cannot be separated from the activities of the teaching and learning process. Teaching includes what a teacher does or does as a teacher. In the learning process, it is hoped that teachers, students and the learning environment will support each other so that learning objectives are achieved, namely changes in behavior and positive behavior of students after participating in teaching and learning activities. Learning objectives are said to be successful if students already have the ability to master the material that has been set in the curriculum. Learning success can usually be seen from the scores of students who have reached the Minimum Completion Criteria (KKM).

SMAN 6 Maros is one of the schools that has several problems, namely during the daily learning process teachers teach not in accordance with the nature of the material, less creative, less varied, and do not pay attention to the abilities of different students. Most teachers only speak until the end of learning which causes students to feel bored, learning becomes less attractive to students, and students tend to be engrossed in other activities outside of learning activities such as drawing and chatting with their friends. They ignore the teacher in front of the class who is teaching, causing communication between teachers and students to not be well established. One of the ways taken to solve this problem is to use cooperative learning strategies.

Cooperative learning is a learning model centered on the application of heterogeneous small groups to achieve goals in cooperative learning, namely the achievement of learning achievement. Cooperative models that can be used include the STAD (Student Teams

Achievment Division) type cooperative learning model. The main idea of learning the STAD method is to motivate students to help each other understand a subject matter and help each other in solving problems. In order to get an award from the teacher, team members must obtain a high score in the evaluation given. Therefore teamwork and mutual motivation will lead students to success.

Suprijono (2010: 3) defines that learning as a psycho-physical-socio-activity towards subsequent personal development. Learning is a change in behavior due to experience and environment. The process of changing one's behavior cannot be witnessed but seen from the symptoms of visible change (Sanjaya, 2007: 112). Learning outcomes as described by Sudjana (2009: 111) are the abilities that students have after the student receives the learning experience. Whereas according to Jenkins in Uno (2011: 17) learning outcomes are statements that indicate what students might do as a result of learning activities. Students' ability to learn can be seen from cognitive, affective and psychomotor aspects.

RESEARCH METHODS

This research is a classroom action research. Classroom Action Research aims to improve the quality of educational processes and outcomes by providing certain treatment to students. Before the study was carried out, researchers first conducted class observations to find out class conditions, interactions between teachers and students, and tried to find various problems during the learning process. Furthermore, the root cause of the problem and a solution plan is sought which will be the initial reference for the research. Student learning outcomes are known from the results of tests or daily tests of each basic competency and then an analysis is carried out.

The data collection methods used in this study are:

1. Observation Method, observation is a method of collecting data by observing and directly at the research location to find out the conditions that occur from a study that is being carried out. In a sense, the data is collected through the observation of researchers through the use of the five senses. The observation method in this study was used to collect data related to what was observed by the researcher.
2. Test Method, a test method is a tool or procedure used to find out or measure an in an atmosphere, in a predetermined way and rules. In this study, it was used to collect data to find out the improvement of student learning outcomes by giving questions and students answering them, called the student learning outcomes test.
3. Documentation Method, the documentation method is a method used to obtain data and information on an existing report. In this study, the documentation method was carried out by researchers to obtain information about school data, the state of students, teachers and employees, the number of schools, and other data needed to complete the preparation of research results.

Data analysis techniques are analytical activities in research by examining all data from research tools, such as files, notes, test results, etc. Data analysis technology is a method or way of processing data into information so that the data is easy to understand, and aims to solve problems and find solutions in a study. Data analysis used in this study uses qualitative data analysis techniques

RESULTS OF RESEARCH AND DISCUSSION

The research results intended in this study are all data obtained during the research period, namely in the form of learning outcomes. From the results of research conducted at SMA Negeri 6 Maros, data was obtained in the form of the ability of face-to-face student learning

outcomes, namely the STAD type cooperative learning model which amounted to 25 students with the subject matter of the Procedure Text in class XI Mipa 3.

The use of cooperative learning models can be known for their effectiveness in improving students' learning abilities, especially in Indonesian learning. The data collected by the author in the study was in the form of observation data and tests in the classroom and result data obtained using test instruments, namely pre-test and post-test which were given as a test of the ability to determine student learning outcomes after following the learning process using cooperative learning methods By referring to the minimum completion that has been set by the school, which is 75, this means that of all students who take part in the learning process, at least 76%.

Table 1. Learning Outcomes Categories

Skor	Category
0-49	Very Low
50-59	Low
60-69	Keep
70-79	Tall
80-100	Very High

1. Description of Pre test Results

Pre-test or initial test is a test that is carried out to measure students' initial ability before participating in the process of activities in learning which is carried out based on questions in the form of tests. The results of the Procedure Text writing test in this study are preliminary data before learning actions are carried out through the Jigsaw and STAD type cooperative learning models.

Table 2. Pre-Test Scores Obtained by Class XI Mipa 3 Students of SMA Negeri 6 Maros

Learner's Name	Skor	Learner's Name	Skor
A. Priatna Fiqhi Ananda	80	Muh.Akmal Zidan	75
Abdullah	70	Muh. Rifal	65
Al Iqram Hidayat	60	Muh.Iqbal	75
Amanda	65	Nabila ramadhani	80
Arham Maulana	60	Nasrah	55
Arzhyka Aulia	80	Nurjannah	80
Dian Syahrani	70	Rivais	80
Fadliana Nur	80	Siti Nurul Khaerunnisa	60
Fatmawati	50	St.Hanah	65
Fitri Ramadhani	50	Sulkaidar	70
Gina Raodhatul Jannah	60	Syahqilla Ramadhani	70
Indriani Ftama	50	Syahra	65
Lilis	70		

The classification of categorization of Pre-test learning outcomes can be seen in the following table:

Table 3. Descriptive Value of Pre-test Results in Class XI Mipa 3 Students

Success Rate	Frequency	Percentage %	Information
0-49	0	0	Very Low
50-59	6	24 %	Low
60-69	8	32%	Keep
70-79	6	24%	Tall

80-100	5	20%	Very High
Total	25	100%	

2. Description of Post Test Results

Student Learning Outcomes After Being Treated Through a STAD Type Cooperative Learning Model (Student Team Achievment Divisions) in class XI Mipa 3 SMA Negeri 6 Maros Students Based on research conducted at SMA Negeri 6 Maros, the author collected data from the test instrument through the scores of student posttest learning outcomes taught using the STAD type cooperative learning model (Student Team Achievment Divisions).

Table 4. The Value of Student Learning Outcomes through a STAD Type Cooperative Learning Model in Class XI Mipa 3 Students of SMA Negeri 6 Maros

Learner's Name	Skor	Learner's Name	Skor
A. Priatna Fiqhi Ananda	95	Muh.Akmal Zidan	80
Abdullah	85	Muh. Rifal	75
Al Iqram Hidayat	80	Muh.Iqbal	85
Amanda	95	Nabila ramadhani	95
Arham Maulana	80	Nasrah	75
Arzhyka Aulia	80	Nurjannah	80
Dian Syahrani	80	Rivais	85
Fadliana Nur	75	Siti Nurul Khaerunnisa	75
Fatmawati	80	St.Hanah	80
Fitri Ramadhani	85	Sulkaidar	80
Gina Raodhatul Jannah	90	Syahqilla Ramadhani	90
Indriani Ftama	85	Syahra	85
Lilis	95		

Source: Indonesian Learning Outcomes Data (Procedure Text Material) Class XI Students of SMA Negeri 6 Maros

The classification of categorization of Class XI learning outcomes can be seen in the table below:

Table 6. Descriptive Statistical Values of Post Test Results in ClassXI Mipa 3 STAD Type Cooperative Model

Statistics	Post-test
Lowest Value	75
Top Rated	95
Average Value	95,15

Source: Post-Test Scores of Class XI Mipa 3 Students of SMAN 6 Maros

Table 7. Categories of Student Learning Outcomes Taught With The STAD Type Cooperative Learning Model

Interval	Frequency	Percentage (%)
0-49	0	0
50-59	0	0
60-69	0	0
70-79	4	16%
80-100	21	84%
Total	25	100%

Source of Learning Outcomes of Class XI Mipa 1 STAD Type Cooperative Learning Model

Based on the previous table, it can be seen that, 4 students are in the Medium category with a percentage of 16%, and 21 students are in the High category with a percentage of 84%. From these data, it can be said that student learning outcomes during the final test (post test)

in experimental group II are relatively high. This is because there is a very active interaction between students during the learning process, this we can see from the results of the STAD class observation sheet.

Table 8. Data on the Results of Observation of Student Activities in Experimental Class I STAD Type Cooperative Learning Model

Assessed Aspects	Number of Learners	Percentage
Students who are present during the lesson process	23	92
Learners who pay attention to the teacher's explanation	18	72
Learners work together with their group mates	24	96
Learners looking for solutions or answers to problems to be solved	20	80
Students actively ask questions during the learning process	10	40
Learners who are able to find answers when given questions by the Teacher	10	40
Learners who issue opinions	5	20
Students who carry out other activities during the learning process	3	12
Students who leave the classroom during the learning process	3	12
Learners who are able to re-infer the material	5	20

Student Learning Outcomes Through a STAD Type Cooperative Learning Model in Class XI Mipa 3 Students at SMA Negeri 6 Maros Data results showing the value of learning outcomes Indonesian class XI Mipa 3 students at SMA Negeri 6 Maros who are taught through a STAD type cooperative learning model, after giving a post-test into a very high category with a percentage of 95.15%. STAD-type cooperative learning was chosen in this study because the learning model can increase student activity and create a pleasant learning atmosphere, students are taught specific skills in order to work well together in groups, such as active listeners, giving explanations to friends well, discussing and so on, and providing opportunities for students to interact with each other with students from different backgrounds. Based on the results of the study, it can be concluded that, the application of the STAD learning model can improve learning outcomes of students at SMA Negeri 6 Maros.

CONCLUSION

The learning outcomes Indonesian class XI MIPA 3 students at SMA Negeri 6 Maros who were taught using the STAD (Student Team Achievement Divisons) type cooperative learning model were classified as very high with an average score of 95.15% of 25 students. So it can be concluded that by using the STAD (Student Team Achievement Divisons) type cooperative learning model, it can improve student learning outcomes.

Based on the results of the research and the conclusions that have been obtained from this study, the author proposes several suggestions as follows: It is hoped that teachers can use and maximize the quality of teaching and learning by applying learning media in the teaching and learning process in the classroom so that student motivation and learning outcomes can increase. It is hoped that teachers will provide the same learning media at the grade level during the learning process so that there are no differences in student learning motivation.

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