

Cooperative Learning Model Type STAD for Improving Students' Skills in Determining Main Ideas of Paragraphs

Badrut Tamam^{1*}, Nur Hikmah²

¹ SD Negeri Prambon Dagangan, Indonesia

² Universitas Negeri Semarang, Indonesia

* badrut1tamam@gmail.com

Abstract

Improving students' skills in determining the main ideas of paragraphs through the Cooperative Learning Model Type STAD which is based on extracting students' prior experiences and knowledge. The purpose of this study was to identify and improve the skills of determining the main ideas of paragraphs through the Cooperative Learning Model Type STAD. This research is an action research (action research), because the research was conducted to solve learning problems in the classroom. The research subjects were 28 Class VI students at Prambon Datangan Elementary School for the 2021/2022 Academic Year, in the material of Non-fiction Texts. Data collection techniques used in research are a). Observation of attitudes, with direct observation sheets to find out the activities of teachers and students in the ongoing learning process according to the existing cycle b). The Skills Test discovers the main ideas of students in the form of short answers. This study uses a qualitative descriptive analysis technique. Cooperative Learning Model Type STAD has a positive impact on improving student achievement as indicated by an increase in student mastery in each cycle, namely cycle I (60.71%), cycle II (75%), cycle III (89.29%). Based on the results of data analysis using percentages and skills in completing Indonesian language questions, it was concluded that the skills in determining the main ideas of paragraphs through the Cooperative Learning Model Type STAD increased, thus students were able to achieve the specified Minimum Mastery Criteria (KKM). The findings in this study are Cooperative Learning Model Type STAD has a positive impact on cooperation between students, this is shown by the existence of responsibility in groups where students who are more able to teach their less capable friends.

Keywords: *Cooperative Learning Model, STAD, Student Skills, Main Idea of Paragraph, CAR*

Introduction

In the 21st century, we need to review learning practices in schools. The role that must be played by the world of education in preparing students to participate fully in social life in the 21st century will be very important (Septian et al, 2020). Therefore, it is very necessary to equip students with the ability to speak Indonesian properly and correctly (Mardiana et al, 2021). Based on the trainer's experience and prior knowledge of the students, there were 50% of the 28 total number of grade VI students at Prambon Elementary School. The skills in determining the main ideas of paragraphs were still under the KKM, so the researchers saw the need for a method change to improve the skills in determining the main ideas of paragraphs, namely through the Model Cooperative Learning Type STAD.

The cooperative model is a learning model that can improve student performance in academic assignments, and assist students in achieving learning goals (Syafitri, 2023). The STAD model emphasizes activities and interactions between students to help each other in mastering subject matter, in order to achieve the expected goals, students are placed in study teams to work together in groups to complete assignments given by the teacher (Andira et al, 2020). Student Teams Achievement Division (STAD) is a cooperative learning strategy in which several small groups of students with different academic ability levels work together to complete learning objectives (Wahyuni et al, 2022). STAD is the most researched type of cooperative learning, and is the best model for encouraging students to encourage and help each other to master the skills taught by the teacher (Kadang, 2018). STAD is one of the types of cooperative learning that emphasizes the cooperation of students in groups in solving a problem to achieve learning goals (Nikmah et al, 2016). Learning with the STAD model is able to create active, innovative, creative and fun learning for students during the learning process.

Such learning will be able to arouse enthusiasm for students to learn so that it will affect the achievement of optimal student learning outcomes (Sasomo 2021). The purpose of this research was to reveal the effect of Cooperative Learning Model Type STAD on improving students' skills in determining the main ideas of paragraphs. And also to find out how far the Skills of determining the Main Idea of paragraphs after the implementation of Cooperative Learning Model Type STAD model in class VI students at Prambon Datangan Elementary School in 2022. The novelty in this study is improving students' skills in determining the main ideas of paragraphs through the Cooperative Learning Model Type STAD.

Method

This research is Classroom action research, because the research was conducted to solve learning problems in the classroom (Yaumi, 2016). This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved (Soendari, 2012; Kari, 2023). This research took place at SDN Prambon Datangan. The research subjects were 28 Class VI students at SDN Prambon Datangan for the 2021/2022 Academic Year, in the material of Non-fiction Texts.

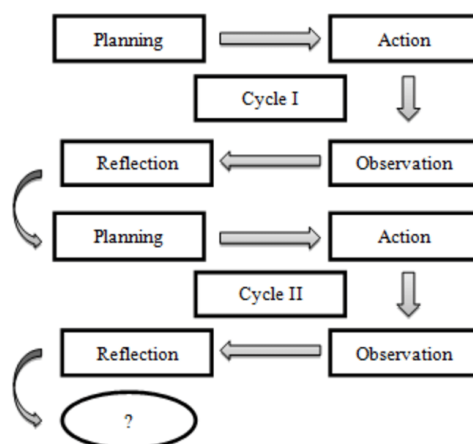


Figure 1. Stages of Class Action Implementation

Data collection techniques used in research are a). Observation of attitudes, with direct observation sheets to find out the activities of teachers and students in the ongoing learning process according to the existing cycle b). The Skills Test discovers the main ideas of students in the form of short answers (Data, 2014). This research uses a qualitative descriptive analysis technique (Rijali, 2019).

Results and Discussion

To analyze the level of success or the percentage of student success after the teaching and learning process each round is carried out by providing an evaluation in the form of written test questions at the end of each round.

Table 1 Recapitulation of Student Formative Test Results in Cycle I

No	Uraian	Hasil Siklus I
1	Formative test average score	67,14
2	Sum students who complete the study	17
3	Percentage of learning completeness	60,71

From the table above, it is obtained that the average value of student achievement is 67.14 and the learning completeness reaches 60.71 or there are 17 students out of 28 students who have completed their studies. These results indicate that in the first cycle the classical learning mastery has increased slightly better than pre-cycle. There is an increase in student learning outcomes because students help students who are less able in the subjects they study. Besides that, the teacher's ability has begun to increase in the teaching and learning process.

Table 2. Student Formative Test Results in Cycle II

No	Uraian	Hasil Siklus II
1	Formative test average score	71,79
2	Sum students who complete the study	21
3	Percentage of learning completeness	75,00

From the table above, it is obtained that the average value of student achievement is 71.79 and the learning completeness reaches 75.00% or there are 21 students out of 28 students who have completed their studies. These results indicate that in the second cycle the classical learning mastery has increased slightly better than the first cycle. There is an increase in student learning outcomes because students help students who are less able in the subjects they study. Besides that, the teacher's ability has begun to increase in the teaching and learning process.

Table 3. Student Formative Test Results in Cycle III

No	Uraian	Hasil Siklus III
1	Formative test average score	77,14
2	Sum students who complete the study	25
3	Percentage of learning completeness	89,29

Based on the table above, it was obtained that the average value of the formative test was 77.14 and of the 28 students who had completed it, 25 students and 3 students had not achieved learning mastery. So classically the learning completeness that has been achieved is 89.29% (including the complete category). The results in cycle III experienced a better increase than cycle II. The increase in learning outcomes in cycle III was influenced by an increase in students' ability to learn the subject matter that had been applied so far and there was group responsibility from students who were more able to teach their less capable friends.

Table 4. Overall Student Formative Test Results

No	Uraian	Pra Siklus	Hasil Siklus I	Hasil Siklus II	Hasil Siklus III
1	Formative test average score	55,23	67,14	71,79	77,14
2	Sum students who complete the study	14	17	21	25
3	Percentage of learning completeness	50	60,71	75,00	89,29

Based on the exploration of students' prior experiences and knowledge, there are 50% of the 28 total number of students in class VI at SDN Prambon. The skill of determining the main ideas of paragraphs is still under the KKM, so the researcher sees the need for a change in methods to improve the skills of determining the main ideas of paragraphs, namely through Cooperative Learning Model Type STAD. The role that must be played by the world of education in preparing students to participate fully in social life in the 21st century will be very important (Sudana et al, 2017). Therefore, it is very necessary to equip students with the ability to speak Indonesian properly and correctly (Noviana et al, 2018).

The cooperative model is a learning model that can improve student performance in academic assignments, and assist students in achieving learning goals (Faozi et al, 2019). Cooperative Learning Model Type STAD that emphasizes the cooperation of students in groups in solving a problem to achieve learning goals (Hazmiwati, 2018). Student Teams Achievement Division (STAD) is a cooperative learning strategy in which several small groups of students with different academic ability levels work together to complete learning objectives (Juraini et al, 2016; Tanaya, 2023)

Learning with the STAD model is able to create active, innovative, creative and fun learning for students during the learning process. Such learning will be able to arouse enthusiasm for students to learn so that it will affect the achievement of optimal student learning outcomes (Rahmawati et al, 2022). STAD is the most widely researched variation of cooperative learning, and is the best model for encouraging students to encourage and help each other to master the skills taught by the teacher (Sari, 2016; Ngailo et al, 2021). The STAD model emphasizes activities and interactions between students to help each other in mastering subject matter, in order to achieve the expected goals, students are placed in study teams so that they work together in groups to complete tasks given by the teacher (Reni et al, 2021).

This research is an action research (action research), because the research was conducted to solve learning problems in the classroom (Esminarto et al, 2016). This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved (Surata et al, 2013; Sudanta, 2023). The purpose of this research was to reveal the effect of the Cooperative Learning Model Type STAD on the improvement of students' skills in determining the main ideas of paragraphs.

Based on the results of the study, it was found that Cooperative Learning Model Type STAD had a positive impact on improving student achievement as indicated by an increase in student mastery in each cycle. The findings in this study are Cooperative Learning Model Type STAD has a positive impact on cooperation between students, this is shown by the existence of responsibility in groups where students who are more able to teach their less capable friends.

Conclusion

From the results of the learning activities that have been carried out for three cycles, and based on all the discussion and analysis that has been carried out, it can be concluded: 1) Cooperative Learning Model Type STAD has a positive impact on improving student learning achievement which is marked by an increase in student learning mastery in each cycle, namely cycle I (60.71%), cycle II (75.00%), cycle III (89.29%). 2) The application of Cooperative Learning Model Type STAD has a positive effect, which can increase students' learning motivation in learning Indonesian, this is shown by the enthusiasm of students who state that students are interested and interested in Cooperative Learning Model Type STAD so that they become motivated to learn. 3) Cooperative Learning Model Type STAD has a positive impact on collaboration between students, this is shown by the existence of responsibility in groups where students who are more able to teach their less capable friends.

The research results obtained from the previous description so that the teaching and learning process of Indonesian is more effective and provides more optimal results for students, suggestions are made: 1) To carry out Cooperative Learning Model Type STAD requires sufficient preparation, so the teacher must be able to determine or choose topics which really can be applied with Cooperative Learning Model Type STAD in the teaching and learning process so that optimal results are obtained. 2) Student learning achievement, teachers should train students more often with various appropriate teaching models, even at a simple level, where students can later discover new knowledge, acquire concepts and skills, so that students succeed or are able to solve the problems they face.

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