

Improving student learning achievements through application of the student teams achievement divisions (STAD) method

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Abstract - The learning process in the world of education (ranging from elementary, secondary, and tertiary education) needs innovation and serious renewal creation because in reality so far there are still many learning models that are still conventional, there is no visible improvisation in learning, far from the model modern learning in accordance with the demands of the times and the surrounding environmental conditions in which students or students are located. The research aims: 1) to describe how the conditions of second semester student learning before using the STAD method; 2) to describe whether the method of learning the Student Team Achievement Divisions of the Widya Dharma Klaten University II semester student achievement in the 2017/2018 Academic Year can increase? This research is a class-based research that applies its method using STAD (Student Teams Achievement Divisions), student team achievement division. The work steps taken consist of five main components, namely: presentation in class; form a team; make a quiz; score individually; and awarding. Data analysis techniques by using descriptive analysis that is by finding the level of activity, Mean (M), learning outcomes, and learning completeness. The results showed that with the STAD (Student Team Achievement Division) method there was a significant increase in learning outcomes.

Keywords: learning achievement, learning model, student team achievement division

1. Introduction

Higher education is part of national education which has a very important role in improving the quality of human resources, providing basic skills to students such as knowledge and skills. According to Ihsan (2010: 3) Education for developing nations such as the Indonesian nation today is an absolute necessity that must be developed in line with the demands of development in stages. To achieve the objectives of national education, one way that can be taken is through the implementation of education in schools in order to improve the quality of education. The quality of education is an important thing to improve the output of the world of education in the form of human beings who are intelligent, creative, innovative, and able to contribute to the development of the country of Indonesia to be a strong country, which has high competitiveness.

Moving on from the problem of science gap with reality in the school environment (including universities), to improve the quality of education, especially in universities, is to activate the learning process through various lecture methods, which is by group discussions, involving 4 - 6 students to play an active in motivating, giving each other material, asking each other, and solving problems faced together as well. Efforts to improve this learning achievement, pragmatically can include concepts of speaking (when discussing material), arguing in forums, practicing organizing speeches arranged word for word, sentence by sentence, paragraph by paragraph, and being trained to respect different opinions in in a special forum during the lecture, the final objective of this discussion was to shape the subject of students to become good citizens, of high quality, ready to face the challenges in the modern era.

2. Method

This research is a classroom action research, action research is carried out to improve student learning abilities, especially in the subject of Language Learning Theory. This classroom action research is also a study conducted to overcome problems in the classroom during the learning process takes place. This classroom action research can be used as a means for lecturers to improve the quality of learning effectively. In addition, this research can be said as a necessity for lecturers to improve their professionalism as lecturers because this classroom action research is very conducive to making lecturers sensitive and responsive to the dynamics of learning in their classrooms. Lecturers become reflective and critical of what students do during learning activities.

Sudiyana (2012: 9) states that in this Classroom Action Research, problem identification is the starting point for planning action research. In order for researchers to identify the Classroom Action Research problem on target, there are at least four important things that must be considered, namely the problem of action research (1) must be real, that must be seen, felt, heard directly by the lecturer / researcher, (2) must be problematic, (3) must be clear, and (4) must be flexible. The procedure of this study is in accordance with the procedures for classroom action research carried out in a cycle / cycle process. Each cycle consists of planning, action, observation, and reflection. This is in accordance with the opinion of Yuliantoro (2015) which states that CAR is a participatory and collaborative research that is done individually for the sake of

maximum. The success of this study uses the Classroom Action Research (CAR) design called Classroom Action Research (CAR). This research process follows the recycling or cycle process, which consists of 4 stages, namely:

- 1) Planning Phase
- 2) Stage of Action Implementation
- 3) Observation Stage
- 4) Reflection Phase

The implementation of this improvement is planned for 2 cycles. Failures and obstacles in the first cycle are used as the basis for improvement in the next cycle. This Classroom Action Research also rests on two foundations, namely involvement and improvement.

- 1) Engagement is the involvement of teachers (lecturers) in deploying classroom action research.
- 2) Improvement, namely the commitment of the teacher (lecturer) to make improvements, including changes in the way of thinking and working alone.

The research method used is using the STAD method (Student Team Achievement Division). The work step according to (Slavin; 2014) (14.15) *Student Teams Achievement Divisions (STAD)* consists of five main components, among others, as follows.

- 1) Class Presentation

Class presentations in *STAD* are different from the usual teaching methods. The material in *STAD* is first introduced in the presentation in the classroom, this is direct teaching as is done or discussion of lessons led by the teacher, but can also include audiovisual presentations. The difference is that class presentations with ordinary teaching are just that the presentation must really focus on the *STAD* unit. In this way, students will realize that they must really give full attention to the class presentation because it will greatly help them work on the quizzes and their quiz scores determine their team's score.

- 2) Team

The team consists of four or five students representing all parts of the class in terms of academic performance, gender, race and ethnicity. The main function of this team is to ensure that all team members really learn and more specifically to prepare members to be able to do the quiz well. After the lecturers deliver the material, the team gathers to study the activity sheet or other material. Most often, learning involves discussing common problems, comparing answers and correcting misconceptions if a team member makes a mistake.

Teams are the most important feature in *Student Teams Achievement Divisions (STAD)*. At each point, what is determined is to make team members do their best for the team and the team must do their best to help each member. This team provides group support for important academic performance in learning and that is to provide attention and mutual responses that have important impacts as a result of outcomes such as inter-group relations, sense of self-esteem, acceptance of mainstream students.

- 3) Quiz

After about one or two periods after the lecturer gives a presentation and about one or two periods of team practice, students will work on individual quizzes. Students are not allowed to help each other in doing quizzes so that each student is individually responsible for understanding the material.

- 4) Individual Progress Score

The idea behind individual progress scores is to give assignments to each student about performance goals that can be achieved if they work harder and provide better performance than before. Each student can contribute maximum points to his team in this score system, but no student can do it without giving their best effort. Each student is given an initial score obtained from the average performance of students through working on the same quiz. Students will then collect points for their team based on the rate of increase in their quiz score compared to their initial score.

5) Team Recognition or Award

The team will get a certificate or other form of appreciation if their average score reaches certain criteria. Student team scores can also be used to determine twenty percent of their rank. Appreciation for groups is given to groups that get the best final score among other groups.

In addition to the five components that must be taken into account, in the implementation of learning using the *STAD* method requires several preparation stages, among others: preparing material, placing students in groups, determining initial baseline values, and building group togetherness by making group schedules.

2.1 Research Design

This research is a qualitative research. Qualitative research is a research that intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perceptions, motivations, actions, etc., holistically, and by way of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods” (Moleong, 2013: 6).

This research is an exploratory study so that it is descriptive. With the character of this exploration study, the relevant method is the descriptive method. The pattern of research is to actualize data in detail. Thus it is expected that the maximum results of exploratory research can be achieved.

2.2 Participants

The subjects in this study were Widya Dharma University students, VI semester (15 students) and second semester students (17 students). These sixth and second semester students were chosen as research subjects because they found problems as described in the background above, which principally compared learning with traditional methods (one way direction) with the *STAD* method. The objects in this class action research are: a) student learning activeness, and b) student learning outcomes, and c) student responses to the Indonesian language learning process by applying the *STAD* method.

2.3 Data Collection

In this study, data collection was conducted in three ways, namely: questionnaire, observation, and interview.

2.4 Data Analysis

To collect data needed student values obtained through process and outcome assessment. After the data is collected, the data is processed by descriptive analysis, namely by looking for the level of activity, mean (M), learning outcomes, and learning completeness. Data that has been processed in three ways (by looking at the average, learning outcomes, and completeness of learning), then checked with the results of interviews and questionnaires. In other words, data processing techniques used triangulation.

3. Results and Discussion

3.1 Planning Phase

The schools or institutions used for this research are Widya Dharma Klaten University, Ki Hajar Dewantara Street, North Klaten, Kotak Pos 168, Klaten, 57438. Telephone (0272) 322363. e-mail: unwidha@telkom.net.id, info@unwidha.ac.id

The total number of students in the sixth semester was used as a place for research in the 2018/2019 school year as many as 15 students, consisting of 8 students and 12 female students, while the second semester students consisted of 19 students, consisting of 5 students and 14 female students. The courses taken by the sixth semester students are Educational Management, while the second semester students are the Language Learning Theory.

3.2 Implementation Phase

The research began in February 2019 and is planned to end in November 2019. The study's objectives are second semester and sixth semester students, Widya Dharma University. As stated in the research plan, which states that the sixth semester students, grouped into 5 groups as well as what happened to the second semester students, also formed into 5 groups as well. The formation of groups is intended to distinguish between the treatment of students naturally, in the sense that traditional learning styles are applied, namely lecturers or speaking teachers, while students listen with group-based learning.

The study began in February to November 2019. There were five steps taken and examined in this study. The five steps include: a) Class Presentation; b) Team; c) Quiz; d) Individual Progress Score; and e) Team Recognition or Awards. The first step is carried out in the first cycle of all class students, both semester II and semester VI work on a number of questions 15. In this cycle there is absolutely no treatment. However, in the second cycle, the second semester and sixth semester students are divided into or grouped into five groups (one of them consists of 4 groups). Each group has five students. Each of these groups was chosen or appointed as group leader.

The task of each group is obliged to discuss their respective duties. Group 1 works on questions number 1 to question number 15, as well as what happens to other groups. Other groups also work on questions from number 1 to number 15.

3.3 Observation Phase

The observation phase aims to see, examine, describe, the course of the research. Observation starts from the start of planning research and conducting research. Matters to be considered include: student attention during learning; courage to argue; respect opinions; implementation of duties; and courage to answer questions.

3.4 Reflection Phase

a. Strength

There are 20 students in the sixth semester of the school year 2018/2019, while there are 19 semester II students. This number is quite a number of students who can even say the number of students is ideal for research because it is relatively easy to study. This amount is an advantage and also an advantage for researchers because it is

not wasteful of time and energy. Because the relatively small number of students, managed with good management, will also have a good impact and impact. At least add to the positive weight of a study that does not consume a lot of time and energy.

b. Weakness

With the fewer number of students studied, of course it is also a logical consequence for researchers if the data obtained is getting fewer as well. This certainly will force (even demand) researchers to think, act, and at the same time work extra to always survive and improve the quality of their research. This will result in diverse data (it may be considered incomplete) to be investigated so that the researcher must really focus on the study to be able to convince the findings.

c. Opportunities

The relatively small number of students certainly adds to the activities and opportunities for the number of problems to be thoroughly handled and examined case by case. For this reason, it will certainly have an impact on the researchers to thoroughly observe case by case as well. The problems faced (due to relatively few) will certainly be resolved quickly by researchers (read: problem solvers). Researchers can review the findings relatively quickly.

d. Threats

The fewer the number of students studied, the easier it is for researchers to examine the results of their studies, of course, it will also impact on the ease of energy in reviewing their research. However, if too few students are studied it will have a valid impact on the data analyzed. For this reason, institutional managers (read: chancellor, vice chancellor, deans, lecturers, education staff, administrative officers, security guards, householders, resources involved in stakeholder networks) will be involved directly or indirectly to contribute deal with problems that exist within an institution. If the managers of these institutions are not alert and responsive to the problems that arise, sooner or later, the institution will fall apart and it may even be bankrupt.

It needs a learning atmosphere that is conducive, comfortable, calm, and peaceful, in a learning environment. A pleasant atmosphere in a learning process will have an impact on good or increasing learning outcomes. For this reason, support and handling need to be strong, stable, structured, and at the same time conducive to forming the expected learning atmosphere.

The expected results and suggestions are with the concept together (collaborative) to work, work, commit, and be responsible towards the desired expectations. The same is true in the case of students who get unsatisfactory achievements. Of course, conducive and participatory handling of all parties is highly expected.

4. Conclusion

Actions are said to be successful if they reach a percentage of at least 70% to 89% or in good qualification (B) of a number of descriptors that have been formulated in the observation sheet. Students are said to be successful if the test results in each discussion learning cycle reach a value above the Minimum Completion Criteria (KKM), which is now known as the KBM (Minimal Learning completeness), which is determined with a minimum value of 68.

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