

Increasing the Learning Outcomes of Class V Students in Social Sciences Subjects Through Cooperative Learning Type Student Teams Achievement Division (STAD) at SD Negeri Malengu, Gowa Regency

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Abstract

The problem in this research is how to improve the learning outcomes of class V students in social studies subjects through the implementation of STAD type cooperative learning at Malengu State Elementary School, Gowa Regency? The aim of this research is to describe the improvement in learning outcomes of class V students in social studies subjects through STAD type cooperative learning at SD Negeri Malengu, Gowa Regency. The approach used is a qualitative approach. The type of research used is classroom action research which consists of two cycles, each cycle consisting of two meetings, with activity procedures including planning, implementation, observation and reflection. Data collection using observation, test and documentation techniques. The subjects in this research were 1 teacher and all class V students at SD Negeri Malengu, Gowa Regency, a total of 31 students consisting of 15 boys and 16 girls in the 2023/2024 academic year in the odd semester. Meanwhile, the data is explained descriptively by describing the learning process for each cycle. The research results showed that there was an increase in student learning outcomes after implementing STAD type cooperative learning, from the sufficient category with an average score of 63.7 in cycle I to the high category with a score of 83.3 in cycle II. Teachers' teaching activities increased from the medium category to the high category, so that STAD type cooperative learning had an impact on improving student learning outcomes in social studies subjects.

Keywords: Student Learning Outcomes, Social Sciences Subjects, Cooperative Learning.



INTRODUCTION

Teachers are the spearhead of the success of implementing the teaching and learning process in the classroom and have a major role in organizing, directing and creating a good teaching and learning atmosphere so that in this case teachers are required to be innovative, professional and proactive in carrying out their learning tasks. In carrying out teaching in elementary schools, every elementary school teacher always faces different and challenging situations which have a big influence on the teaching and learning process itself. Therefore, an elementary school teacher is required to be sensitive to various situations that confront him, so that he can adapt his behavior patterns in teaching to the situations that confront him. Teachers must know the student's situation, class situation and teaching, because every student has intelligence in terms of potential skills that allow them to be developed, such as talent, intelligence, and skills obtained from learning outcomes. At the same time, students' passion and motivation for learning is also determined by whether the classroom situation is interesting and enjoyable, whether the presentation of the material is interesting or whether the approach used also attracts students' interest in learning.

Social Studies as one of the subjects taught at elementary school level is still considered a difficult subject. Paying attention to the goals and essence of social studies education, it is best for creators of social studies learning to be able to prepare, develop and shape the abilities of students who master basic knowledge, attitudes, values and skills. necessary for life in society. According to Banu, R., & Liunokas, S. (2023) explain that to support the achievement of social studies goals, it must be supported by a conducive learning climate. The learning climate developed by teachers has a huge influence on students' enthusiasm and success in learning.

Until now, there are still many obstacles or difficulties experienced by students in learning social studies. Based on the results of initial observations, information was obtained that this also happened to class V students at Malengu State Elementary School, Gowa Regency in the social studies subject. By looking at the results of the semester tests, the average score for the students' class only reached 59.

One of the learning difficulties experienced by students is in the social sciences subject. As a result, students have many difficulties in answering questions, both daily exam questions, general exams, and national exam questions related to the social sciences subject.

Problems in social studies learning as stated above must be addressed immediately so that student learning outcomes improve. One alternative is to implement cooperative learning of the



Student Teams Achievement Division (STAD) type which teachers can apply in teaching to achieve learning completion or student learning outcomes. The STAD type cooperative approach is a method or approach in cooperative learning that is simple and good for teachers who are just starting to use cooperative learning in the classroom. Apart from the above, STAD is also an effective cooperative learning method. As previously mentioned, STAD type cooperative learning consists of five main components, namely class presentation, group learning, quizzes, development scores and group awards. Apart from that, STAD also consists of a regular cycle of teaching activities.

This is related to the reality on the ground which shows that the social studies teaching and learning process in a school does not always run smoothly as expected. This phenomenon is still considered normal considering that each class consists of a variety of students with various levels of intelligence and the speed at which students absorb lessons.

Ibrahim Yuliana, A. (2022). stated that research results show that cooperative learning techniques are superior in improving learning outcomes compared to individual or competitive learning experiences. Furthermore, according to Wangge, Y. S., & Sariyyah, N. (2022). From the results of his research regarding the STAD type cooperative learning model, several findings were obtained, including that teachers manage learning quite well, and can increase teacher and student activity during learning, teachers are able to practice process skills well, change learning from teacher centered to student centered, and can increase the proportion of students' correct answers. Learning outcomes taught using a process skills approach in the STAD type cooperative learning setting are better than learning that does not use cooperative learning.

Learning that is carried out effectively with appropriate learning strategies is also able to create a conducive atmosphere for the teaching and learning process and design student learning activities for the subjects being taught. Because after all, student learning outcomes cannot be achieved optimally if the conditions and situations of the teaching and learning process carried out do not provide space and movement for students to explore and develop the potential that exists within them. In the teaching and learning process in the classroom there is a close relationship between teachers, students, curriculum, facilities and infrastructure. Teachers have the task of choosing appropriate models and approaches to learning according to the material presented in order to achieve educational goals



RESEARCH METHOD

The approach used is a descriptive qualitative approach. It is called qualitative because the data is obtained through observation to see a picture of teacher and student activities. Meanwhile, it is descriptive because it presents the values of student learning outcomes in the social studies field of study by looking for average values and the percentage of student learning success. This type of research is classroom action research with a focus on improving social studies learning outcomes through a STAD type cooperative approach for fifth grade students at SD Negeri Melengu, Gowa Regency. This research consists of 2 cycles where each cycle consists of four steps, namely: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection.

RESULT AND DISCUSSION

a. Results of Cycle 1 Research

The focus of the discussion is the activities of teachers and students in learning using the STAD type cooperative method in class V of SD Negeri Malengu, Gowa Regency. The discussion is based on implementing the STAD type cooperative method to improve student learning outcomes, from reflection on the learning plan using STAD type cooperative learning on the material of the struggle against colonialism which is formulated as follows:

- 1) The indicators formulated are in accordance with the desired basic competencies.
- 2) The organization of learning materials, media and resources has supported students' motivation and interest in learning, made learning activities easier, and supported the achievement of improved learning outcomes in accordance with learning indicators.
- 3) The arrangement of teacher and student activities looks relevant and operational, so that it can be maintained in preparing subsequent learning plans.
- 4) Planned steps using media in the learning process are the right strategy in order to increase a pleasant learning atmosphere.
- 5) Learning assessments are designed not only to be measured based on learning outcomes.

In accordance with the results of observations made by researchers regarding the implementation of STAD type cooperative learning in cycle I, it can be described as follows:

- 1) At the beginning of the lesson, the activities carried out by the teacher and students are greeting the students by conducting a short question and answer about the students' condition. This effort is very useful for knowing the physical and mental condition of students



before the learning process and establishing collaboration between teachers and students as a form of ongoing interaction and student participation in learning.

- 2) At the beginning of the learning activity, the teacher generates and tries to foster attitudes and perceptions towards STAD type cooperative learning. Their function is as a mediator and facilitator, namely providing supervision and guidance in learning.
- 3) As a facilitator and mediator, the teacher provides conclusions at the end of the learning process.
- 4) Assessment is carried out during the learning process and at the end of the learning activity a competency test is carried out.

The observations carried out in cycle 1 were related to student behavior in STAD type cooperative learning, including observations on.

- 1) Student activity during the learning process extends to the extent to which students can carry out and find problems related to the material of the struggle against colonialism.
- 2) Observation of exercises and collaboration between students.
- 3) Observation results show that student activities during learning are still diverse.

Based on the results of teacher observations, the learning outcomes obtained by students in cycle I were obtained as follows:

- 1) Teacher and student success:
 - a) The teacher pays attention, observes and feels any deficiencies that occur during the learning process, where the teacher's willingness to correct and improve the learning implementation process is great at each meeting.
 - b) Students feel motivated to solve the questions so that there is enthusiasm and enthusiasm during the learning process.
- 2) Obstacles experienced by teachers and students: paying attention to student learning outcomes in table attachment 8 shows that the average student learning outcomes obtained through the first cycle test only obtained a score of 63.7 out of 31 students, of which 15 students had reached the limit of learning completeness. , while there were 16 students who had not completed their studies, where the learning outcomes had not yet reached 85% of students who obtained a minimum score of 65.

The results of observations and obstacles that occurred in the learning process in cycle I, require improvements in the next cycle:



- 1) The teacher does not provide information about the time provided for discussion in groups so that students work takes a long time.
- 2) Teachers in presenting lesson material do not motivate students.
- 3) There are only part of the group that can conclude the results of the work.
- 4) Teachers do not provide reinforcement to students, whether students who answer correctly or students who answer incorrectly

b. Results of Cycle 2 Research.

This cycle is carried out with almost the same steps as the previous cycle. There are only a few changes, among others

- 1) Identify and formulate solutions to problems based on the results of analysis in cycle I reflection.
- 2) The learning implementation plan contains clearer time allocations.
- 3) Prepare research instruments for implementation of cycle II
- 4) Plan the division of groups based on their abilities (heterogeneous) so that they work together and are active in discussion activities.

In connection with what was planned in cycle II, the implementation has proceeded according to the program such as:

- 1) Observer observes teacher activities. The results of observations for teachers in cycle II are as follows:
 - a) The results of observations for teachers in cycle II show that teachers are able to improve the quality of implementing learning activities by implementing the STAD type cooperative approach.
 - b) Learning is carried out better, the teacher conveys learning objectives, motivation and apperception at the beginning of the lesson, and in the core activities the teacher gives quizzes or tests to find out students' initial scores, provides opportunities for students to discuss and work together in groups and read out the results the discussion.
- 2) Observers observe students' activities in understanding the material being taught. The results of observing student activities in cycle II are as follows:
 - a) Each student works well together in their respective groups. to complete group assignments.



- b) The time required for students to complete group assignments varies. Some were finished on time, and some were finished before time.
- c) The percentages from each group are better because the students representing each group have shown their confidence in presenting the results of their group's work.
- d) Observations made on students by looking at the evaluation work in cycle II obtained the following:
 - Students' ability to complete evaluation questions is good.
 - Even though the teacher had been warned beforehand to be careful in working on the questions, there were still those who were less careful and rushed in reading the questions, which resulted in errors, but the number was less than the errors in cycle 1.
 - Observers observe the course of the learning process. The results of observations of the learning process in cycle II are as follows:
 - The management of the learning process is good, the only drawback is that students are not yet confident in answering questions from other groups.
 - The devices used are quite effective.
 - Implementing the STAD type cooperative approach makes students motivated in learning because students exchange opinions and work together in groups.

Student learning outcomes show that they have achieved the expected indicators of research success. The research was declared successful and the implementation of the next cycle no longer needed to be carried out. Thus, it can be indicated that STAD type cooperative learning can improve social studies learning outcomes for fifth grade students at SD Negeri Malengu, Gowa Regency.



CONCLUSION

Based on the discussion from the previous chapters, it can be concluded that learning using the STAD type cooperative approach can improve social studies learning outcomes for fifth grade students at Malengu State Elementary School, Gowa Regency. This can be seen in cycle I that the completeness of students' classical learning outcomes is in the low category. Meanwhile, in cycle II, classical learning completeness was in the very high category

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