

## Application of the Stad Learning Model to Improve Student Learning Outcomes in Grade IV SD Negeri 0701 Rattan Sogo

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**Abstract,** By applying the STAD type cooperative learning model assisted by video media, research was carried out to improve the learning outcomes of fourth grade students of SD Negeri 0701 Rotan Sogo with material. This research is motivated by the fact that most students are less active and less interested in learning style material due to the lack of diversity in teacher performance during the learning process. The purpose of this study was to improve student learning outcomes at SD Negeri 0701 Rotan Sogo Class 4 Gaya. This type of research is classroom action research. The research subjects were all fourth grade students of SD Negeri 0701 Rotan Sogo, with a total of 34 students enrolled in the 2022/2023 academic year consisting of 17 male students and 17 female students. Data was collected through tests, observations, and interviews. The results showed that the use of the STAD type cooperative learning model assisted by video media could improve student learning outcomes for the style material. Classical learning completeness level data increased from 68% (pre-test) to 82% (period I) to 94% (period II). Observation of teacher activity increased from an average of 7.4 (period I) to 9.3 (period II). Observation of student activity increased from an average of 7.6 (cycle I) to 9.3 (cycle II)

**Keywords :** Learning Outcomes, STAD

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### I. INTRODUCTION

Science is defined as knowledge acquired through data collection through experimentation, observation, and deduction to provide reliable explanations of phenomena. Carin and Sund (1993) in (Nasional, 2006) define science as “knowledge that is organized systematically and regularly, generally accepted (universally), and in the form of a collection of observational and

experimental data”. In understanding science, science essentially goes through four main elements, namely: attitude, process, product, and application. The purpose of learning science is to equip students with three basic scientific skills, namely: 1) the ability to know what is observed; 2) the ability to predict what will not happen, and the ability to test the results of subsequent experiments; and 3) development of scientific attitude.

In learning science, especially in Lesson Style IV at SD Negeri 0701 Rotan Sogo, teachers do not use learning media, but only use traditional methods, including explanations, examples, assignments, etc., thereby reducing students' enthusiasm for learning and making them less interested in class. not interested in the learning process that leads to the value of the results. The level of student learning is low. To overcome this, new skills/businesses are needed in teaching science, especially in stylistic material. One of the things that teachers need to do is adapt the learning media as attractive as possible and follow the development of information technology. It is designed to attract students' interest in learning and have a good understanding of a subject.

The word media comes from the Latin "medius", which literally means intermediary or introduction (Angkowo & Kosasih, 2007). So, the media means an intermediary or messenger from the sender of the message to the recipient of the message. According to Rossi and Breidle (Wina Sanjaya, 2007), learning media are all tools and materials that can be used to achieve educational goals. Ibrahim, R dan Syaodih S, (1996) argue that learning media is defined as anything that can be used to convey information or lesson content, stimulate students' thoughts, feelings,

attention, and abilities, thus encouraging the teaching process, while Gerlach and Ely (Azhar Arsyad, 2003) argues that media, if understood in a broad sense, are people, substances, or events that create conditions that enable students to acquire knowledge, skills, or attitudes.

Based on the limitations of experts about the media, the media is generally defined as anything that can be used to convey information, stimulate thinking, stimulate motivation, attention and willingness of students, thus encouraging the student learning process. student. The use of creative media will allow the audience (students) to learn better and can increase their motivation in accordance with the goals to be achieved. The teaching process is a communication process between teachers and students. Communication of teaching activities is very important because the main goal to be achieved in the communication process is to provide students with a better understanding and understanding of what has been learned. To avoid or reduce the possibility of misinformation, it is necessary to use means that can assist the teaching and learning process, namely learning media.

Asnawir & Usman., (2002) explains that the current learning media has the following functions: a) to help facilitate

students/students to learn and to help facilitate teachers/lecturers in teaching; b) provide a more authentic experience (abstract can become concrete); c) pay more attention to students (the course content is not boring); d) all of the student's senses can be explained, the weakness of one sense can be countered by the strength of the other senses; e) students are more interested in learning More attention and interest; f) can evoke the theoretical world with reality.

The use of media/aids does not always result in good learning, so it is necessary to be careful in choosing media/learning aids. Several factors to consider when thinking about and using instructional media include: a) the learning objectives to be achieved; b) student characteristics or goals; c) the type of instructional design required, whether audio only or video, or both. both of them; d) environmental context or conditions; e) breadth of service (Asnawir & Usman., 2002).

In summary, it can be said that the criteria for using teaching aids really depend on the teaching objectives, topics, teaching and learning strategies, conditions (environment) and student circumstances. Therefore, the teacher must be able to choose and choose the media to be used. Learning video is one of the media that is designed systematically by referring to the

applicable curriculum and applying learning principles in its development, so that the program can make subject matter easier and more interesting for students to digest. Physically, learning videos are learning programs packaged in videotape or CDs and presented using a video player or laptop and infocus devices.

Videos allow students to interact directly with information sources, process learning outcomes, and even cremate them to make them more interesting. Teachers no longer explain concepts with teaching therapy, which is great for promoting an active learning process. Students can read, listen, watch, perform/practice, and speak using interactive multimedia CDs operated by laptops. The core activities in the active learning process that can be understood in this video include: students observing and listening to the teacher demonstrating how to use the menus/facilities available in interactive multimedia, students collaborating to find information and practice the material learned, and present results, conclusions.

There are many ways to apply cooperative learning, namely the STAD (Student Teams Achievement Divisions) cooperative method, the Jigsaw method, the GI (Group Investigation) method and the structural method. The learning method used in this study is the STAD type method.

The STAD type cooperative learning model is a general model, so it can be used in all fields of study and at all levels, as well as the simplest and easiest to implement (Saputra, 2016). The learning model in the Student Team Achievement Department (STAD) type Students are assigned to mixed learning teams based on their performance level, gender, and ethnicity. The teacher gives a lecture and then students work in groups to ensure that all team members have mastered the lesson by the end of the lesson, all students are quizzed on the material, and that they are not supposed to help each other during the quiz. STAD Cooperative Learning Model is a collaborative learning method that emphasizes activities and interactions between students to motivate each other and help each other master the topic for maximum achievement.

This study aims to improve the learning outcomes of fourth grade students of SD Negeri 0701 Rotan Sogo on Style material through the STAD type cooperative learning model assisted by video media. This study aims to improve student learning outcomes at Maahas Elementary School Level IV on Style material through the STAD type cooperative learning model assisted by video media.

## **II. RESEARCH METHODS**

This research is a classroom action research, carried out in two cycles, each cycle consisting of 1 face-to-face, 1 time watching videos and group discussions, and 2 class discussions. Each cycle consists of 4 phases, namely: planning, implementation, observation and reflection. At the end of the first cycle, the science learning videos were optimized through a collaborative model, and students were given a questionnaire about their learning as a reflection to discuss the findings of their learning. Researchers and collaborators also reflect.

The research location will be carried out in Class IV SD Negeri 0701 Rattan Sogo for the 2022/2023 academic year. The population of this study was 34 4th grade students of SD Negeri 0701 Rotan Sogo which consisted of 17 male students and 17 female students. So this research is research research.

Data collection was carried out before and after learning occurred. The data analysis technique used descriptive qualitative and quantitative techniques, namely by describing data on student activities during the learning process in watching learning videos, group discussions and class discussions, by describing student performance on test scores before and after two cycles. Quantitative descriptions I and cycle II.

### **III. RESEARCH RESULTS AND DISCUSSION**

Prior to the study, student learning outcomes, especially in science subjects, were still low, this was proven by the researchers by conducting a pre-test on the style topic in the form of multiple choice questions. Ability test data shows that the average score of students is 56. Cycle I was carried out in 1 session lasting 3 x 45 minutes and was observed by a colleague. The material taught is about style. The first stage provides direct understanding and interpretation of stylistic material by guiding students to observe video media and by observing video media directly. This activity requires students to be able to understand the style of the material.

The data obtained indicate that the presentation of material and teacher guidance in the learning process has been going well, while student learning activities with the STAD type cooperative learning model assisted by video media have not been maximized, in accordance with expectations. The results of the post-test cycle I got an average score of 83 students, it was observed in the STAD type video-assisted learning process, the teacher was not optimal in teaching all students. The role of the teacher in the STAD type learning process is not yet optimal, it can be

seen from the chaos that occurs in the classroom. Therefore, based on the level of mastery of cycle I described above, it is necessary to continue and improve in the implementation of cycle II.

The implementation of the second cycle is carried out by the teacher to improve the learning that is still lacking which is reflected in the first cycle. At this stage the cycle takes place in 3 x 35 minute sessions, with observations of what learning will take place by the observers who work together. Observations on the implementation of cycle II showed an increase in student activity. This shows that the stimulus provided by the teacher in the form of communicative interaction and video programming significantly contributes to psychological development.

Observations showed that the use of the STAD collaborative approach went well with the help of video media used by the teacher. Judging from the data on initial activities, core activities, and final activities the average was 93 which was classified as very good. The results of observing student activities during the learning process are consistently good, it can be seen from the data that the average value of all students is 94 which is classified as very good. With these data, the improvement of the implementation process of Cycle II is classified as very good.

The researcher can gain insight into the students' ability to understand the style material being taught by assessing them at the end of the second action cycle. The results of the learning evaluation show that the average score of students is 94, and the level of completeness is 94%. Demonstrating the effect of the STAD-type learning model assisted by video media. See Table 1. From the table, it can be seen that in the STAD type cooperative learning model assisted by video media, students' abilities have increased. Cycle II has an average of 94 and classical integrity is 94%, and the data shows that the results of identification and reflection carried out in cycle I, and correction of weaknesses that arise in cycle I, are beneficial for students to make a significant contribution to the improvement. learning outcomes. The average from 83 in the first cycle to 94 in the second cycle.

#### IV. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the application of the STAD type cooperative learning model assisted by video media can improve student learning outcomes in the fourth grade stylistic material at SD Negeri 0701 Rattan Sogo. Classical learning completeness level data increased from 68% (pre-test) to 82%

(period I) to 94% (period II). Observation of teacher activity increased from an average of 7.4 (period I) to 9.3 (period II). Observation of student activity increased from an average of 7.6 (cycle I) to 9.3 (cycle II).

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