EFFORTS TO IMPROVE STUDENT ACTIVENESS AND ACHIEVEMENT USING COOPERATIVE LEARNING MODEL TYPE STAD (STUDENT TEAMS ACHIEVEMENT DIVISIONS) ASSISTED BY VIDEO MEDIA THEME 9 SUBTHEME 1 CLASS V SD NEGERI 1 PANUSUPAN

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Abstract: *The low level of activity and learning achievement of fifth grade students at SD Negeri 1 Panusupan is the reason for this research. This study aims to increase student activity and achievement in theme 9 sub-theme 1 through a cooperative learning model of the Student Teams Achievements Divisions (STAD) type. These studies are a type of classroom activity research called PTK that is carried out over two cycles. The subjects of this study were fifth grade students at SD Negeri 1 Panusupan with a total of 19 students consisting of 10 male students and 9 female students. Analysis of the data used is the teacher activity observation sheets, student activity sheets, student activity sheets, and evaluation results. The results of the study showed an increase in the activity and learning achievement of students. The average result of student learning activity in cycle I was 63,03% and increased to 86.26% in cycle II. The overall percentage of 57.85% was achieved by students' learning activities in cycle I based on adequate criteria. It achieved an overall completeness rate of 84.21%, with good criteria, during cycle II. These results indicate that learning through the cooperative learning model of the Student Teams Achievement Divisions (STAD) type can increase the activity and learning achievement of students in theme 9 sub-theme 1 in class V SD Negeri 1 Panusupan.*

Keyword: *Being Active, Achievement*, STAD

INTRODUCTION

The learning process occurs when there is teacher-student interaction. Learning in the classroom will be very effective if the teacher carries it out by understanding the role, function and usefulness of the subjects he teaches. In addition to understanding these things, the effectiveness is also determined by the teacher's ability to change the teaching model into a learning model in accordance with the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Process Standards. In this case, teachers are required to be able to apply several innovative learning methods so that the teaching paradigm can be changed to a student-centered learning paradigm.

The cooperative learning model is a heterogeneous small group learning process, where each student has the opportunity to provide or convey their arguments, so that there is interaction between teachers and students, between students and other students, communicative and multi-directional (Swari, 2020). Through the STAD learning model, students can learn actively and have an independent spirit. By using the STAD learning model, it is expected to improve student learning achievement at SD Negeri 1 Panusupan, because the STAD learning model is one of the learning models that is fun for students and involves students to be active in the learning process, so that the percentage of completeness can increase. In accordance with the opinion of (Bintaro, 2018) a learning model is a framework used in learning to achieve certain goals.

Slavin in (Rostika, 2020) states that there are five main components in the STAD type cooperative learning model, namely: class presentations, teams, quizzes, individual score improvement, and team recognition. These components can be explained as follows: (1) class presentation, which starts with the learning material delivered by the teacher. The material must of course be considered by students so that the quizzes or questions given can be answered by students; (2) team division consists of 4-5 students who have different abilities. After the lesson is presented by the teacher, the teams that have been formed discuss what has been presented by the teacher; (3) quizzes or questions given in a series of lessons; (4) individual score improvement, namely students can improve the results of poor scores by answering questions given by the teacher so that students who answer questions well will get additional scores; (5) team recognition here, namely giving awards in the form of prizes or applause to the best team.

Student-centered learning requires students to be active in learning. Learning according to the author is communication between teachers and students forming an active discussion so that learning is not only one-way because good learning is certainly active and fun learning. The activeness of learning can be interpreted as a change in behavior or emotions that lead to learning efforts (Wahyuningsih, 2020). Thus it can be concluded that the indicator of students' curiosity to learn is all activities carried out during the learning process.

Seeing the extent of student activeness in participating in the teaching and learning process is one of the assessments of the learning process. Sudjana (2009:61) argues that student learning activeness in participating in the teaching and learning process can be seen in: (1) Participating in carrying out their learning tasks; (2) Being involved in

problem solving; (3) Asking the teacher or other students if they do not understand the problems they face; (4) Trying to find various information needed to solve problems; (5) Carrying out group discussions according to the teacher's instructions; (6) Assessing their own abilities and the results obtained; (7) Training themselves in solving problems or problems; (8) The opportunity to use or apply what they have obtained in solving the tasks or problems they face.

After I made direct observations, it turned out that most students were still passive. Judging from students who are embarrassed to ask questions, do not dare to answer questions from the teacher, and learning tends to be teacher-centered. Therefore, it is necessary to improve the quality of learning by increasing the role of the teacher. Various efforts that can be made by teachers to improve the quality of learning, one of which is by choosing a learning model that is tailored to the conditions of students and classroom conditions. In addition to choosing the right learning model, of course, as a teacher, you must recognize students individually because in showing activeness, each student has a different way. The potential of students should be more empowered, therefore learning must be student centered.

Learning achievement begins with activities or activities, after that doing the learning process, and finally determining learning achievement. Activity is an activity carried out by students, both in physical activity and spiritual activity (Juliana, Widana dan Sumandya, 2017). This activity means everything that students do to follow the learning process. Learning achievement can be improved through various kinds of efforts that can be made by other teachers, more importantly, students are able to understand learning material and apply it to their daily lives (Ekayani, 2017).

(Sumandya, I Wayan dan Widana, 2019) states that the factors that can affect learning achievement include: (1) factors that exist in the student himself which can be called individual factors, such as maturity / growth, intelligence, training, motivation, and personal factors; and (2) factors that exist outside the individual called social factors, such as family factors / household conditions, teachers, and how to teach, tools used in teaching and learning, the environment and opportunities available and social motivation. In this study, the second factor, namely factors from outside in the form of the teacher's way of teaching, turned out to be very influential and more dominant in determining student learning achievement. The teacher's skill in carrying out learning will certainly have an impact on student achievement.

Elementary school students are at an age ranging from 7-12 years old, at this stage students are still thinking in the concrete operational phase (Retno et al., 2019). So that learning is expected to be complex, one of which is the use of media as a teacher's tool to convey learning to make it more interesting. In addition, the use of media according to the author has the potential to increase students' understanding of learning material, so that students not only get material from the teacher but by listening to learning videos students capture and observe everything that is shown in the learning video.

The results of interviews with fifth grade teachers at SD Negeri 1 Panusupan revealed that there are several problems that cause optimal learning achievement to not be achieved, namely: (1) Students pay less attention to the explanation of the teacher, students are seen playing alone when the lesson has taken place (2) Students' ability to solve problems is still low, seen when the teacher asks questions, many students cannot answer questions from the teacher (3) When given a problem, there are still many students who ask other students, because they still find it difficult to answer (4) In the teaching process, teachers often only use books without utilizing other learning resources such as the environment, learning media, and other learning models or strategies. The existing problems become obstacles in developing students' abilities.

Based on the above problems, an approach is needed as an effort to improve activeness and learning achievement at SD Negeri 1 Panusupan in class V Theme 9 (Objects Around Us) Subtheme 1 (Single Objects and Mixed Objects). This is implemented by the Student Team Achievement Division (STAD) Cooperative Learning Model assisted by Video Media on Theme 9 Subtheme 1 Class V SD Negeri 1 Panusupan. The purpose of this study was to determine whether through the application of the STAD type cooperative learning model can improve the quality of learning and whether the application of the learning model can increase the level of student activeness and learning achievement.

The expected benefits of the results of this class action research are (1) making thematic learning more meaningful for students, which in turn is expected to help increase student activeness and learning achievement. Students also get variations in learning; (2) help improve the performance of teacher professionalism and through the model can be used as input so that it can be applied to learning; (3) foster insight and knowledge about how to learn that can make students more active and interactive; (4) classroom action research, can provide input in efforts to improve the quality of learning in schools. Provide a

contribution to schools regarding the right learning model to increase the activeness and learning achievement of grade V students.

RESEARCH METHOD

This type of research is Classroom Action Research yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari dua pertemuan. Cycle I was conducted on May 22-23, 2023 and cycle II was conducted on May 24-25, 2023. According to Arikunto (2015:3),

Classroom Action Research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a classroom simultaneously. The action is given by the teacher or with direction from the teacher carried out by students. The action research design used in Classroom Action Reseaech using the classroom action model introduced by Kemmis and MC Taggart which uses a spiral system. Includes four aspects including planning, action implementation, observation, and reflection.

This class action research was conducted at SD Negeri 1 Panusupan, Rembang Subdistrict, Purbalingga Regency in the 2022/2023 academic year. The subjects of this class action research were grade V students. The number of students is 19 consisting of 10 male students and 9 female students. The data collection techniques used in this study were test and non-test techniques. The non-test techniques used were observation, interviews, and documentation. The data collection instruments used in this study were observation sheets, test question sheets, and evaluation question sheets. The indicator of the success of this study is if there is an increase in student activeness to achieve an average learning activeness with good criteria and student completeness, namely if individual scores meet the Minimum Completion Criteria (KKM)> 70 on theme 9 subtheme 1 with a classical percentage of at least 80% of the total number of students.

RESULTS AND DISCUSSION

Student Learning Activity

Student activeness during a series of lessons can be used as an indicator of the success of an applied learning model. This is in accordance with the opinion (Wibowo, 2016) which states that student activeness in participating in the teaching and learning process is one of the assessments of the success of the learning process. According to (Sari, 2018). Learning activeness is part of the learning process related to the behavior of students in learning activities. The more active students are in learning, the later it will have an impact

on improving student achievement. The following is a table of the increase in the activeness of fifth grade students of SD Negeri 1 Panusupan

Table 1. Improvement of Student Activity in Class V SD Negeri 1 Panusupan

Cycle	Cycle I P1	Cycle I P2	Cycle II P1	Cycle II P2
Average score meeting	60,85%	65,24%	82,40%	90,13%
Rata-rata skor cycle	63,03%		86,26%	
Achievement Criteria	Good		Very Good	

Based on table 2. that in cycle I student learning activeness has increased. Judging from the activeness of students in cycle I meeting 1 obtained an average percentage of activeness of 60.85%, increased in cycle I meeting 2 with the acquisition of an average percentage of activeness of 65.24%. In this data, the average percentage of cycle I was 63.03% with good achievement criteria. In cycle II, student learning activeness increased compared to cycle I. In cycle II meeting 1 obtained an average percentage of 82.40%, then increased in cycle II meeting 2 with an average percentage of 90.13%. In this data, the average percentage of cycles is 86.26%, with very good achievement criteria. From these data it can be concluded that student learning activeness has increased from cycle I to cycle II so that it can be declared successful. As for the increase in the percentage of student learning activeness from cycle I to cycle II, for convenience it is presented in the following diagram:

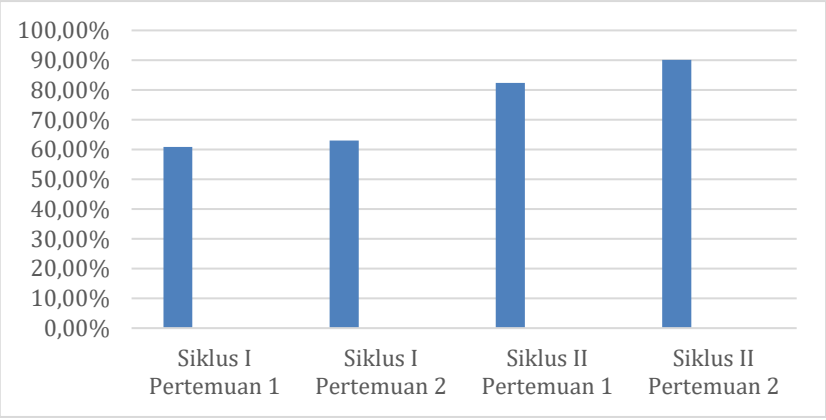

Figure 1: Histogram of the increase in learning activeness of fifth grade students of SD Negeri 1 Panusupan

The figure can be seen an increase from cycle I to cycle II from good achievement criteria to very good achievement criteria. The increase in cycle I with the acquisition of an average score per cycle of 63.03% increased in cycle II with the acquisition of an average score per cycle of 86.26%. So it can be concluded that this class action research shows that the learning activeness of fifth grade students of SD Negeri 1 Panusupan has increased in each cycle. The application of the STAD type cooperative model is a factor that influences the increase in student learning activeness.

The results of this study are in line with the results of research conducted by (Rokhanah et al., 2021) The results showed an increase in student learning activeness by applying the STAD type cooperative learning model. In cycle I, there were 21 students with high learning activeness category, 6 students with medium category, and 2 students with low category. The percentage of student learning activeness in cycle I reached 69.5%. In cycle II there were 27 students with high learning activeness category and 2 students with moderate category. The percentage of student learning activeness in cycle II reached 82.4%. The conclusion of this research is that the STAD type cooperative learning model can increase students' learning activeness.

Student Learning Achievement

Learning achievement can be said to be the results obtained from school activities that are cognitive in nature and are usually determined through measurement and assessment. (Izzaty et al., 2017). In line with this opinion (James KPOLOVIE et al., 2014) defines learning achievement as the ability of students to learn, namely by remembering facts and communicating their knowledge both orally and in writing, even in exam conditions. (Wirta, 2021) added that learning achievement is the abilities that students have as a result of learning.

Based on the above opinion, it can be concluded that as long as someone does not carry out activities, achievement will never be produced, for students themselves achievements result from a series of learning activities. Achievement results are good if students follow learning optimally, on the other hand, if students follow learning less optimally, they will have poor achievement. Achievement can be measured through knowledge, attitudes, and skills during the learning process is expected to achieve learning objectives. This is also

supported by (Ningrum et al., 2019) stating the standard of achievement in students can be seen from various activities that have been carried out by students.

Table 2. Improvement of Learning Achievement of Fifth Grade Students of SD Negeri 1 Panusupan

Siklus	Average	Not Completed	Completed	Relative Frequency
Pratindakan	55,26	11	8	8/19 x 100%= 42,1 %
I	68,9	8	11	11/19 x 100% = 57,89%
II	75,26	3	16	16/19 x 100% = 84,21%

The percentage of completeness of learning achievement results after the implementation of the Student Teams Achievement Divisions (STAD) learning model, cycle I, there was an increase of 57.89% from the classical number with 19 students, there were 8 students who had not reached the KKM and 11 students who had completed the KKM set by the school, namely 70. This has not yet reached the success indicator of 80% because teachers and students are still adjusting the learning model. This has an impact on student learning achievement so that it has not been maximized so that cycle II is carried out. Student learning achievement increased in cycle II obtained 84.21% with a total of 19 students who had not completed only 3 students and 16 other students had completed the KKM set by the school. This is stated to have reached the predetermined success indicator of 80% and declared this cycle successful. It can be concluded that learning achievement has increased from cycle I to cycle II. The results of the action research are presented in the form of a histogram, as shown in Figure 1 below:

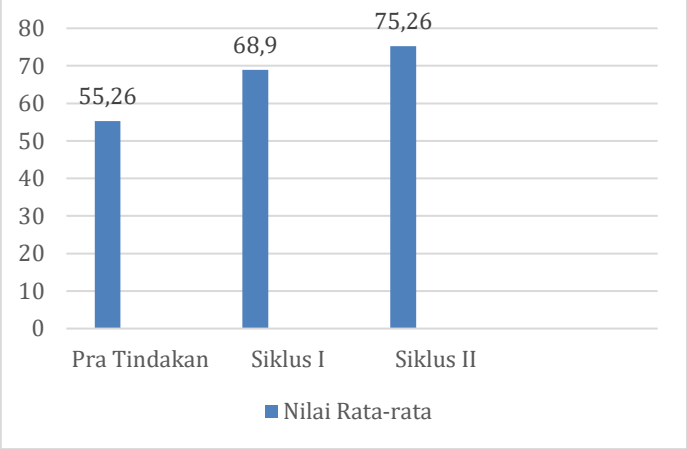

Figure 2. Histogram of the Improvement of Learning Achievement of Fifth Grade Students of SD Negeri 1 Panusupan

The learning achievement of students has increased from cycle I and cycle II. In cycle I, the average was 68.9 and increased in cycle II by 75.26. In cycle 1, it still did not reach the success indicator because teachers and students were still adapting to the learning model used. So it was continued in cycle II so that there was an increase in student learning achievement. This is in line with research conducted by (Nugroho & Shodikin, 2018) by using the STAD type learning model has increased. Classical student learning completeness was 94.1% so that it was included in the complete category because a class is categorized as complete if students who complete learning ≥ 85%. In terms of student activity, the implementation of STAD type cooperative learning assisted by comics on the material of cube space building reached a percentage of student activity of 88.25% so that it was included in the active category. In terms of teacher activity, the percentage of teacher activity was 89.15% so that it was included in the good category. While in terms of students' positive responses, the percentage was 96.47% so that it was included in the good category.

Research was also conducted by (Tiantong & Teemuangsai, 2013) titled "*Student Team Achievement Division* (STAD) *Tehnique through the Moodle to Enhance Learning Achievement"*. This study applied the student team achievement sharing technique through a dynamic modular object-oriented learning environment (Moodle) to improve student learning achievement in a computer programming course. There were 20 students divided into 4 small groups. The findings in this study showed that the pretest scores

increased significantly during the posttest. The findings prove that STAD is able to improve students' learning achievement in computer programming courses.

Teacher Activity

The formation of activeness in students is due to the activities that arise from the teacher in carrying out teaching and learning activities. Teacher skills will lead to increased student activeness. If the teacher understands the design of the learning model, it will require students to play an active role in participating in learning. The following is a table of increased teacher activity in cycle I and cycle II.

Tabel 3. Peningkatan Aktivitas Guru Kelas V SD Negeri 1 Panusupan

Cycle	Cycle I P1	Cycle I P2	Cycle II P1	Cycle II P2
Average score meeting	3,17	3,33	3,37	3,5
Average score cycle	3,24		3,43	
Achievement Criteria	Good		Very Good	

Based on the table above, it can be seen that the percentage of teacher activity has increased, namely in cycle I meeting 1 obtained an average score of 2.17 and meeting 2 obtained an average score of 3.33. Furthermore, in cycle II, meeting 1 obtained an average score of 3.37 and cycle II meeting 2 obtained an average score of 3.5.

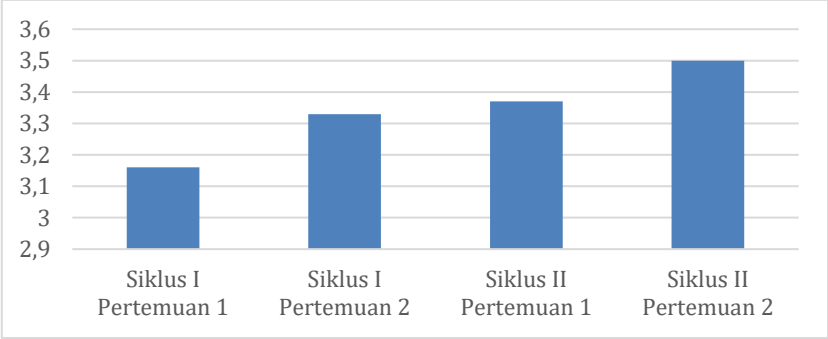

Figure 3: Histogram of the Improvement of Teacher Activity of Class V SD Negeri 1 Panusupan

Based on the picture, there is an increase in teacher activity from cycle I to cycle II. In cycle I obtained an average score of 3.24 with good criteria and cycle II rose to an average score of 3.43 with very good criteria.

Student Activity

The application of the STAD type cooperative learning model assisted by video media obtained data from observations during a series of learning activities. Student activity here means all actions taken by students during teaching and learning activities. There were 24 aspects that were observed. Student observation was carried out from the beginning of learning to the end of learning. The data on the increase in student activity obtained from the student activity observation sheet can be seen in the table below.

Table 4. Improvement of Student Activity in Class V SD Negeri 1 Panusupan

Cycle	Cycle I P1	Cycle I P2	Cycle II P1	Cycle II P2
Average score meeting	2,33	2,62	3,16	3,25
Average score cycle	2,47		3,20	
Achievement Criteria	Enough		Good	

Based on the table above, it can be seen that the percentage of student activity has increased, namely in cycle I meeting 1 obtained an average score of 2.33 and meeting 2 obtained an average score of 2.62. Furthermore, in cycle II, meeting 1 obtained an average score of 3.16 and cycle II meeting 2 obtained an average score of 3.25.

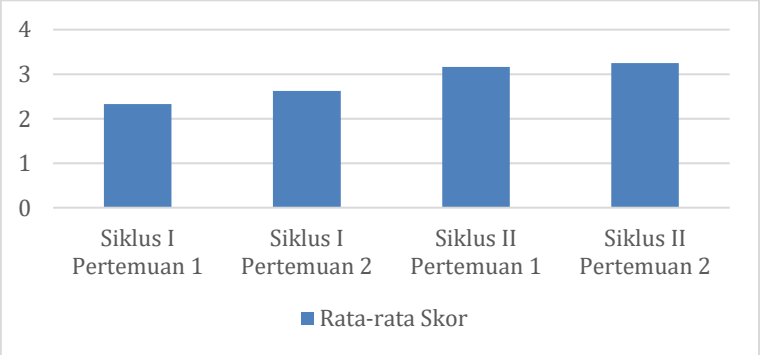

Figure 4. Histogram of the Increase in Student Activity of Class V SD Negeri 1 Panusupan

Based on the picture above related to the increase in student activity of SD Negeri 1 Panusupan, there is an increase from cycle I to cycle II from sufficient to good achievement criteria. In cycle I obtained an average score of 2.47 and cycle II obtained an average score of 3.20. Student activity in cycle I with sufficient criteria is because students are still adapting to the learning model. Furthermore, in cycle II students have begun to follow and understand the activities to be carried out so that there is an increase in student activity for 2 cycles.

CONCLUSIONS

Based on the results of research and discussion that has been conducted at SD Negeri 1 Panusupan, it can be concluded that the application of the STAD (Student Teams Achievement Divisions) type cooperative learning model in thematic learning on theme 9 subtheme 1 can increase the activeness and learning achievement of fifth grade students of SD Negeri 1 Panusupan. The application of the Student Teams Achievement Divisions learning model in theme 9 can improve student achievement. This is indicated by an increase in student learning completeness in cycle I to cycle II. The acquisition in cycle I with a percentage of 57.85% and cycle II with a percentage of completeness of 84.26%. There was an increase in activeness, namely the average result of activeness in cycle I 63.03% and increased in cycle II by 86.26%. The weakness of the research is that it takes a long time to implement this learning model. It should be a choice of interactive and interesting learning models for teachers.

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