



Implementation of STAD model and three dimensional media to improve student learning outcomes in class v state school of Matungkas Kecamatan Dimembe

Vivi D Worotitjan¹, Joulanda AM Rawis², Jeffry SJ Lengkong³

¹ Student of Master Program, Department of Primary Teacher Education, Postgraduate Program, Manado State University, Indonesia

^{2,3} Postgraduate Program, Manado State University, Indonesia

Abstract

The application of the STAD learning model and the three-dimensional media of social studies in natural appearance material in the fifth grade of Matungkas State Elementary School, Dimembe Subdistrict, is a model that has been selected and managed in order to improve learning and discussed which shows hope and hope. Departing from the preliminary data obtained are some of the questions found in Matungkas Public Elementary School making the social studies learning outcomes of students in class V last semester very low. This can be seen from the results of tests conducted by the teacher on the semester exam resulting in the lowest value obtained by 50 while the highest score is 75, meaning that there are 65% who have not reached the KKM (minimum completeness criteria) while the 70 is the standard used for social studies learning in students class V. It is known that the average value of students in the initial data is 64%, which completed 8 students, and 12 students who did not complete. Thus, research through PTK with a changing cycle due to the increase in teachers, student learning activities and student learning outcomes has reached the expected value. Therefore from the description of the discussion above can be denied about the application of demonstration methods can improve social studies learning outcomes in fifth grade students SD Matungkas Elementary School North Minahasa Regency. Based on the results of the research described above in cycle I and cycle II, it shows where the results of student learning outcomes are improved. Improvement of student learning outcomes from before the STAD learning model and three-dimensional media were implemented in the fifth grade students of Matungkas Elementary School. pre cycle I was 35% while from cycle I to cycle II learning outcomes increased from pre cycle I and cycle I to cycle II namely, pre cycle 35% cycle I 50% and cycle II 100%. This must be considered in studies that have succeeded in cycle II. Likewise with the average value of students increases. In the first cycle the average score of students was 71.81% then increased in the second cycle, namely 80.98. The researcher studied how to follow the learning steps with the STAD learning model and Three-dimensional media.

Keywords: STAD model, three dimensional media, learning outcomes

Introduction

Learning Education. Learning is a change in behavior that is done intentionally based on experience after it occurs between teachers and students. While learning is communication that occurs between teachers and students, while in learning there are several interrelated components namely goals, material, methods, media and evaluation. teaching and learning is essentially communication, namely the delivery of subject matter well to achieve educational goals (Daryanto, 2010).

Until now our special education in learning in the classroom is still asking about the knowledge of facts that must be memorized. Classes are still attractive to teachers (teacher-centered) as the main source of knowledge, and again lectures are the main choice of learning. This is related to students' understanding of teaching material. However, the teachers understand how to fix it. "However, how do you receive good material? Students have difficulty understanding academic concepts that issue teaching methods that are abstract and lecture methods. Learning ultimately learning is more important information is not real learning. It should be realized that learning programs are specifically the topic of rent or subject matter, but something that must be inspired by students and can be used for their lives.

The low level of social studies learning in elementary school is our hope, but from the observations made at Matungkas Public Elementary School, students have difficulty learning social studies. Complaints about how students learn about natural appearance. At the time the learning is taking place students seem to not understand the teacher and do not know to do the task, on the other hand the teacher provides collaboration material, then gives questions without the appropriate method to help the teacher in achieving learning goals, so that children care bored by the way the teacher thus. And the most important thing in the learning outcomes of students who are mostly still under the KKM at school is 70%.

Based on observations in the fifth grade Matungkas State Elementary School scored below the KKM average, and found difficulties in conditioning students in effective learning. The problem encountered by researchers is the low student learning outcomes. The teacher does not apply the appropriate learning model and learning media. Learning is still teacher-centered and students are less responsible for completing the assignments given by the teacher.

Based on the background above, the author raises the title "Application of STAD Model and Three-Dimensional Media to Improve Social Studies Learning Outcomes in Grade V of Matungkas Elementary School in Dimembe Subdistrict".

The formulation of the problem in this study is as follows:

1. How do you implement the STAD and Three-Dimensional Media learning model for social studies in natural appearance material in class V at Matungkas Elementary School in Dimembe Subdistrict?
2. Does the use of the STAD learning model and the Three-Dimensional Media can improve student learning outcomes in social studies in the fifth grade of Matungkas District Elementary School in Dimembe District?

Referring to the research formulation, the objectives of this study are as follows

1. To describe the application of the STAD learning model and the Three-Dimensional Media for social studies lessons on natural appearance material in the fifth grade of Matungkas State Elementary School, Dimembe District.
2. To improve student learning outcomes in social studies through the STAD learning model and Three-Dimensional Media in class V of Matungkas State Elementary School, Dimembe Subdistrict.

According to Joyce and Weil (in Rusman 2012) [6] the learning model is a plan or pattern that can be used to compile the curriculum, plan learning materials and guide learning in the classroom or others. Furthermore, Joyce and Weil put forward the learning model that can be taken as a pattern of choice for teachers to choose the appropriate and efficient learning model to achieve their educational goals. Trianto (2011) suggests that: "The learning model is a plan or a pattern that is used as a guide in classroom learning or learning in tutorials and to determine learning devices including books, films, computers, curricula and other books. other "

Rusman (2012) [6] argues, the STAD model (division of student team achievement) is the most studied variation of cooperative learning. This model is also very easy to adapt, has been used in mathematics, social studies, social studies, English, engineering and many other subjects, and at the elementary to college level. In STAD, students are divided into groups of 4 to 5 people who are of varying abilities, sexes, and tribes. The teacher provides lessons and students in the group to make sure all group members can understand the lesson. Finally all students agreed about the material, and at that time they were not allowed to help each other. The values of the student's quiz results must be compared with their own average values obtained previously, and those values deserve to be received when increasing the high scores obtained by their previous values. Values are then summed to get group values, and groups that can achieve certain criteria can get prizes.

Excellence advantages and disadvantages according to Hamruni (212: 129-130):

1. **Excess, namely**
 - a. Students are not too interested in the teacher.
 - b. Develop the ability to express ideas.
 - c. Growing respect for others.
 - d. Helps empower each student to be more responsible in learning.
 - e. Improve academic achievement and social ability.
2. **Weaknesses, namely**
 - a. For students having strengths, they are considered to be hampered by students who lack ability,
 - b. b. Make students unable to understand what must be

- understood,
- c. Assessments are based on groups not indVidu,
- d. Long period.

Rakhmat (2006) [5] considers learning (learning) to be the most basic activity in individual development and complements the institutional goals of an educational institution (This is intended to be successful or not in accordance with educational goals, is very necessary for learning that helps students who want to be seen from learning outcomes. Therefore it is necessary to obtain good education, quality learning is needed as well.

Ega Rima Wati (2016) argues that learning media is closely agreed with the learning process. The word media comes from Latin, namely medius. Meaning medius is the middle, integrated, or introductory. The definition of learning media is also among others delivered by several education experts. The three-dimensional media is a collection of media without partitions that are presented in a three-dimensional visual manner. Moedjiono (1992) in Umminihayah accessed (7-6-2019) said that simple three-dimensional media has advantages:

1. Giving experience directly,
2. Presenting freely and avoiding verbalism,
3. Being able to show the overall object both construction and ways,
4. Can be removed clearly organizational structure,
5. Can show the flow of a process clearly.

According to Winoyo written in Mashudi (2009) [4], IPS is an educational program or field of study in a school curriculum that discusses human life in society related to human interaction with the environment (social and physical), interaction between students and their environment allows change direction in a better direction. In line with the opinion above Gross (Solihatin, 2009), discuss the purpose of social studies education to prepare students to become citizens of a good country in social life. Various objectives stated by the experts above, can be concluded as social studies learning in elementary schools that develop cognitive, affective, and psychomotor aspects. It is expected that students in elementary schools can develop basic knowledge and skills that are useful for everyday life. Therefore, the formulation of this action research hypothesis is as follows:

1. The application of the STAD learning model and the Three-Dimensional Media can improve learning effectiveness in social studies subjects in natural appearance material in class V of Matungkas State Elementary School, Dimembe Subdistrict.
2. The use of the STAD learning model and Three-Dimensional Media can improve student learning outcomes in lessons in IPS in the fifth grade of Matungkas State Elementary School, Dimembe Subdistrict.

Methods

The operational definition in the study is not research related to the STAD learning model to improve student learning outcomes in social studies learning about natural appearance as required in the research title or covered by problem formulation.

The learning model used to improve the learning of natural appearance material using the STAD learning model and

media. Three dimensions are expected to increase student learning outcomes. Social studies learning outcomes are the students' scores from the tests given by researchers, on natural appearance material.

The method used in this study is to use Classroom Action (CAR) research, using a spiral model from Stephen Kemmis and Robin Mc Taggart (Aqib Zainal, 2006: 31), with empathic: (1) Planning, (2) Actions, (3) Observation, (4) Reflection. Action research is a type of research used in the social sciences of education disciplines. Tantra describes research planning as a controlled investigation that is recycled and self-reflective, and has the purpose of making improvements to the system, or interaction. In action research, researchers or teachers can see for themselves the practice of learning, or with other teachers can conduct research. Then, together, review debates and complete what actions can be taken to fit lessons that can be completed. This shows the characteristics of action research that involves participatory-collaborative activities that involve other people to carry out activities, and together join forces to develop practical studies and learning actions.

This stage begins with direct observation of the implementation of teaching and learning to obtain an initial assessment of the efforts of the teacher to overcome student learning difficulties in the STAD model and the Three-Dimensional media in social studies learning for students. In implementing social studies activities teachers must strive so that students carry out learning without exception. For students to continue to learn well. Carry out activities in accordance with the learning plan that has been made. In conducting teacher research into facilitators during learning, students are guided to study social studies with the STAD learning model and Three-dimensional media. While the steps taken are (adjust to the learning scenario). At the end of the implementation of learning in each cycle,

Observations were made during the learning process and the observer carried out collaboration in the implementation of the teacher providing learning while students received learning from the teacher. This observation serves to see, document the interaction-influence, which is caused by actions in the class and carried out in the initial activities, during and at the end of the preparation preparation of the action. The results of observations made must be factual. This discussion activity discusses all activities of students and teachers (research) during the learning activities. At this stage, data analysis has been carried out. The results of data analysis that have been agreed to be carried out on and the results to be achieved. In this study, the results were at least 75%, or the teacher's own mistakes in learning and other discussions that appeared at that time. The results of the first reflection cycle will be the basis for making improvements to the second cycle for student learning outcomes in social studies learning to reach a 95% percentage and complete all students in the class. The results of reflection are used to develop the next steps in an effort to improve the second cycle.

A. Data Collection Techniques

1. Sources of Data

V Students of SD SD Matungkas with a total of 20 students

2. Data Collection Techniques

Data to be collected in this study are divided into two types of data, namely quantitative data from the test scores of student learning outcomes of extensive measurement material. To collect test score data, student assessment sheets are used, and non-test qualitative data (the results of observation of teacher and student activities). To collect non-test data, it is done by: (1) through direct observation using observation sheets of teacher and student activities. Direct observations made from the beginning of the learning activities until the end of the learning activities.

Results and Discussion

A. Results

Before the implementation of learning using the STAD learning model and Three-dimensional media on social studies learning in the fifth grade of Matungkas State Elementary School, North Minahasa Regency. This research was conducted in two cycles, namely cycle I and cycle II to find data, analyze and process to obtain learning outcomes, student learning activities. The research that has been carried out aims to improve and improve social studies learning outcomes that are being carried out so far. Student learning outcomes before carrying out this study produce low results. Therefore it is necessary to make an action to improve and improve the learning process both in terms of learning models, strategies and media used.

Based on the results of observational research instruments this activity can be obtained data about student learning activities in the first cycle the average score is 71.88% with a score of 575. Thus the learning activities of students using the STAD learning model and three-dimensional media on social studies learning in class V Matungkas Public Elementary School in the first cycle received an active predicate

Based on the above diagram can be approved the percentage of completeness of learning outcomes in the first cycle of 59% while students who did not complete by 41%. In other words, there was a 16% increase in the completeness of student learning outcomes when compared to before using the STAD learning model and the Three-Dimensional media in the fifth grade students of Matungkas State Elementary School in Social Studies learning. from the instrument Assessing teacher skills reaches 85% with very active criteria. There is an increase in teacher skills from cycle I to Cycle II by 88%. Thus the teacher's skills in the first cycle through the use of the STAD learning model and three-dimensional media for students. the fifth grade of SDungkungkas Elementary School was repaired and could be completed successfully.

Cycle II is, there is an increase in teacher skills from cycle I to Cycle II, this increase indicates that the criteria for teacher teaching skills in cycle II are very active with the percentage obtained is 85%. Then, student learning activities also increase in cycle II which is 100% with active criteria. Likewise with student learning outcomes a good increase in the average value of 77 students and completeness reaches 100%. The number of students who complete in cycle II is 20 students. Thus looking at the data from the results of this study, research is not necessary

anymore because student learning outcomes have reached completeness.

Table 1: Student learning outcomes Cycle I

No	Aspect	Achievement %
1	Average achieved	68%
2	The lowest value	52
3	The highest value	75
4	Students complete	11
5	Student not complete	9

Table 2: Student learning outcomes Cycle II

No	Aspect	Achievement %
1	Achieved average	77
2	The lowest value	70
3	The highest value	80
4	Students complete	20
5	Students not complete	0

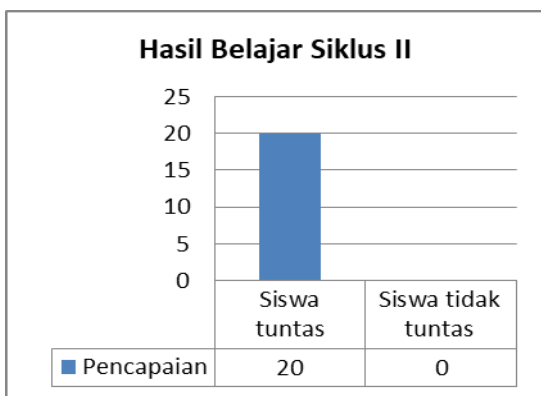


Fig 1: Cycle II learning outcomes chart

B. Discussion

In this part of the discussion the researcher will provide a discussion with a starting point on three important elements, namely, teacher skills, student learning activities and student learning outcomes.

a) Teacher skills

Departing from the results of the research described above, there are 14 indicators that are used to measure the level of teacher skills in social studies learning using the STAD learning model and Three-dimensional media in fifth grade

students of Matungkas State Elementary School. The most prominent thing in the teacher's skills is the preparation of materials or tools used in the implementation of the STAD learning model and the Three-Dimensional media in the fifth grade students of Matungkas State Elementary School. This is in line with what was expressed by Slameto (2010) that "teachers will teach effectively if they always make plans before teaching. Thus the teacher's preparation will be steady in front of the class, careful planning can lead to many initiatives and the creative power of the teacher when teaching can improve teaching and learning interactions between teachers and students. "One proof that teachers make good planning is to prepare tools or materials and media which can be used in the learning process. When groups are good at presenting the results of their group work and there are groups that do the STAD method well, the teacher always gives praise in the form of applause to them. Strengthening or reward factors are one of the factors that also help motivate students in the learning process.

b) Student learning activities

Based on the results of the study to measure the observation of student activities determined by 14 indicators by the teacher. One of the indicators is the readiness of students to follow the learning process. In the second cycle the readiness of students to take part in the learning gets a score of 85. This would indicate that students really try to prepare themselves for learning carried out in class. Thus it can be concluded that the increase in student activities in the learning process can be said to increase if students prepare themselves both physically and learning facilities or tools. Based on the results of student activity data in the second cycle, it can be seen that the activities of students in the second cycle got a score of 630 with a percentage of 100%. Thus the learning activities of cycle II students get active criteria. This means that there is an increase in student learning activities from cycle I to cycle II. The increase in student learning activities was also influenced by the increase in student motivation in studying social studies through the STAD learning model and Three-dimensional media in class V students of SD Negeri Matungkas.

c) Student learning outcomes

Based on the results of the research described above in the first cycle and the second cycle shows that there is an increase in student learning outcomes. Improvement of student learning outcomes from before the STAD learning model and Three-dimensional media were implemented in the fifth grade students of Matungkas State Elementary School. pre cycle I was 64% while from cycle I to cycle II the learning outcomes increased from pre cycle I and cycle I to cycle II namely, pre cycle 64% cycle I 68% and cycle II 77%. This would confirm that the research was successful in cycle II. Likewise with the average value of students has increased. In the first cycle the average value of students was 68% and then experienced an increase in the second cycle of 77%.

Table 3: Recapitulation of social studies learning outcomes from the pre cycle, cycle I and cycle II

No	Pencapaian	Pre Cycle	Cycle I	Cycle II
1	The lowest value	50	52	70
2	The highest value	70	74	80
3	Average	64	68	77

Thus, research through PTK with the cycle stages stopped because of an increase in teachers, student learning activities and student learning outcomes the target has reached the expected value. Therefore, from the description of the discussion above, it can be concluded that the application of the STAD method can improve social studies learning outcomes in fifth grade students of Matungkas State Elementary School, North Minahasa Regency.

Conclusions

Based on the results of the research and discussion it can be concluded the following matters:

- a. The use of the STAD learning model and the Three-Dimensional media for fifth grade students at SDungkas Elementary School can improve and improve the social learning process.
- b. The use of the STAD learning model and the Three-dimensional media in fifth grade students of SDungkungkas Elementary School can improve social studies learning outcomes with student learning outcomes in the first cycle reaching 59% and in the second cycle reaching 100%.

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