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APPLICATION OF STAD METHOD TO INCREASE LEARNING OUTCOMES THEMES OF STUDENTS OF CLASS IVB 0413 AMPOLU STATE SD STATES TP 2020/2021

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Abstract, *The purpose of this study is to describe the application of the model STAD type cooperative learning in improving student learning outcomes in the eye Thematic lessons for class IV SD Negeri 0413 Ampolu for the 2020/2021 academic year. Technique data collection through observation sheets to determine student learning activities and question sheet to find out student learning outcomes. Data analysis techniques in this study namely by using the formula for improving learning outcomes, the interpretation of the activity scale study. Based on the results of the study, it can be seen that by applying the model STAD cooperative type can improve student learning outcomes in grade IV SD Negeri 0413 Ampolu on thematic material in the first cycle student learning outcomes reached 83% completeness in the second cycle reached 93%. With an average learning outcome of 83.3 to 87.3. From result From the analysis it can be concluded that the application of the STAD-type cooperative learning model can improve student learning outcomes in thematic subjects of class IV School Basic*

Keywords : STAD Model, Learning Outcomes , Thematic

I. INTRODUCTION

Learning in elementary school (SD) is known for the many subjects that are given students, where each subject has different characteristics. One of them is thematic learning. Thematic learning is a form of model integrated learning that combines a concept in several materials, lessons or field of study into a particular theme or topic of discussion so that integration occurs between knowledge, skills and values that enable students to actively discover scientific concepts and principles in a holistic, meaningful and authentic way.

Based on the results of observations, the learning process at SD Negeri 0413 Ampolu is teacher-centered learning (teacher oriented). Students are still not active in learning activities because during online learning the teacher gives a lot of lectures.. So that the activities carried out by students usually only listen and take notes, students rarely do it ask questions or express opinions. Discussions between groups are rarely carried out so that interaction and communication between students and other students as well as with

teachers is still not intertwined during the learning process

Based on the thematic teaching teacher's explanation, most of the students experienced difficulties in solving thematic problems during this online learning period. Difficulty students in solving thematic problems because learning is not conveyed well. Meanwhile, the teaching and learning process on this thematic material often explains material through the module without any feedback as a form of feedback to the process As a result, thematic learning outcomes have not been maximized.

Based on these problems, the researcher believes that there is a need for process improvements learning for fourth graders at SD Negeri 0413 Ampolu . This is done with a purpose so that students can take an active role during the learning process. Students each other exchanging opinions in understanding thematic material and being able to solve thematically discuss in groups. So we need a learning model that can activate students during teaching and learning activities. Learning models that encourage more active, independence and responsibility in students is a type of cooperative learning model STAD. Through the application of the STAD type cooperative learning model, it is hoped that increase student activity and achievement on thematic material in class IV.

Based on the background that has been stated, the formulation of the problem in This classroom action research is: “How is the application of the stad method to improve the thematic learning outcomes of class IVB students at SD Negeri 0413 Ampolu TP 2020/2021?” Based on the formulation of the problem above, the purpose of this classroom action research is "To" apply the stad method to improve thematic learning outcomes of class IVB elementary school students 0413 Ampolu TP 2020/2021.

According to Hintzman, learning is a change that occurs in humans caused by experiences that can affect human behavior (Syah, 2005). Learning activities are a very basic element in every type of education and education level. So the changes brought about by new experiences can be said to be learning if it affects behavior in everyday life to a certain extent certain.

According to Hamalik (2003) there are elements related to the learning process including: 1) student motivation, 2) learning materials, 3) learning aids, 4) learning atmosphere, 5) the condition of the subject being studied. These five elements are dynamic which often change. strengthen or weaken and affect the student's learning process. The learning process is essentially

is a change in a person's behavior in certain situations that are repeated based on one's condition

Cooperative learning uses a grouping system consisting of four up to six people who have the same academic ability, gender, ethnicity, heterogeneous (Wina Sanjaya, 2007). In the learning process students are given the opportunity work in small groups to discuss and solve problems. Duty groups can encourage students to work together in integrating knowledge new to the knowledge they already have.

Cooperative learning is a learning model that prioritizes cooperation among students to achieve learning objectives. According to the Ministry of National Education (2005), The cooperative learning model has the following characteristics: 1) To complete the material, learning, students learn in groups cooperatively. 2) Groups are formed from students- students who have high, medium and low abilities. 3) If in the class there are students- students consisting of several different races, ethnicities, cultures, genders. Then efforts are made so that each group consists of different races, ethnicities, cultures, genders different too. 4) Rewards are prioritized for group work rather than individual work.

For mastery of subject matter each student in the group is responsible together by means of discussion, exchange of opinions, knowledge and experience. The ability or achievement of each member of the group will determine the results of learning achievement group, for that the mastery of each student's subject matter is emphasized in the strategy cooperative learning. With the cooperative learning model, it is expected that students can develop all their potential optimally by thinking actively during the process learning takes place.

A team in STAD is a group of four or five students which represents class heterogeneity in terms of performance, ethnicity, and gender (Nur, 2005). Furthermore, Nur (2005) explained that STAD consists of five main components, namely: class presentations, team work, quizzes, individual improvement scores and team awards. a) Presentation Class. These presentations most often use direct teaching or lectures that done by the teacher but presentations can include audio-visual presentations or discoveries groups (Mohamad Nur, 2005). In this activity, students must be serious pay attention to class presentations because it will help them do their work quiz well. And the quiz scores they get will determine the team's score. b) Work

Team. In each group consisting of four or five heterogeneous students based

on learning achievement, gender and ethnicity. After the teacher presented the material, the team gather to study the material that has been given by using a worksheet. At this stage of group work, students discuss problems and help together between members in the group. Team work that is most often done is correcting any mistakes or misconceptions when a teammate makes a mistake. c) Quiz.

The extent to which students' success in learning can be known by holding a quiz by teacher about the material discussed. In doing this quiz, students must work individually even if the score he gets later can be used to determine success the group. To each individual, the teacher gives a score that is used to determine the joint score for each group. d) Individual Improvement Score. The score obtained each member in the quiz will contribute to their group, and is based on on the extent to which their scores have improved compared to the initial average score they have achieved before (Isjoni et al, 2007). Based on each individual's initial score an improvement or development score is determined. The average improvement score of each individual in a group will be used to determine the award for the group that achievers. e) Team Award. Groups can earn certificates or other awards if the average score obtained exceeds certain criteria. Awards earned shows the success of each group in establishing cooperation between members group. Group awards are carried out by giving awards in the form of: certificates or other awards for the efforts and hard work of the group. According to Nur (2005) there are three levels of awards given based on the average team score. The three levels are as follows:

Table 1. Group Award Criteria

Criteria (team average)	Criteria (team average)
appreciation	appreciation
15	15
GOOD TEAM	GOOD TEAM

According to Mamat et al (2007), thematic learning is an integrated learning that involves several lessons (even across subject clusters) tied in themes specific theme. According to Majid (2014), thematic learning is learning that combining a concept in several different fields of study with student expectations will learn better and meaningfully.

So it can be concluded that thematic learning is learning that more emphasis on applying the concept of learning while doing something (learning by doing). doing). Therefore, teachers need to package or design learning experiences that will affect the meaningfulness of student learning

Learning experiences that show the connection of conceptual elements make more effective learning process. The conceptual relationship between the subjects studied will form a scheme, so that students will obtain wholeness and completeness knowledge.

Thematic learning has different characteristics from the approach other learning. According to Firdaus (2006), the characteristics of thematic learning are as follows: following: 1) Active and Student-Centered. Student-centered thematic learning (student centered), this is in accordance with a more modern learning approach placing students as the subject of learning while the teacher plays more of a Facilitator is to provide facilities for students to carry out activities study. 2) Provide hands-on experience. Thematic learning can provide direct experience to students. With this hands-on experience, students are confronted with something real (concrete) as a basis for understanding more abstract things. 3) The separation of subjects is not very clear. In thematic learning the separation between subject is not so clear. The focus of learning is directed to discussion the themes most closely related to the student's life. 4) Presenting the concept of various subjects. Thematic learning presents concepts from various subjects lessons in one learning process. Thus, students are able to solve problems encountered in everyday life. 5) It is flexible.

Thematic learning is flexible (flexible) where the teacher can link teaching materials from one subject with another subject, even linking it with student life and environmental conditions in which the school and students are located. 6) Result learning according to the interests and needs of students Students are given the opportunity to optimize their potential according to their interests and needs. 7) Using the principle of learning while playing and having fun (joyful learning).

Thematic learning has several steps or stages, namely: first, the teacher must refer to the theme as a unifying subject for one year. Second, the teacher analyzes graduate competency standards, core competencies, basic competencies and make indicators while taking into account the content of the material from the standard content. Third, make connections between basic competencies, indicators and themes. Fourth, make KD network and indicators. Fifth, compiling thematic syllabus and sixth making plans implementation of thematic learning by conditioning learning that uses scientific approach

The thematic learning process can be carried out with a scientific approach or

scientific approach, namely an approach that emphasizes the dimensions of observation, reasoning, discovery, validation and explanation of a truth. Scientific approach (scientific approach) in learning includes observing, asking questions, gathering information, associate and communicate

II. RESEARCH METHODS

The design used is classroom action research, while the PTK stages consist of: from planning, implementing action, observing and reflecting. The stages are described in Figure 1 below:

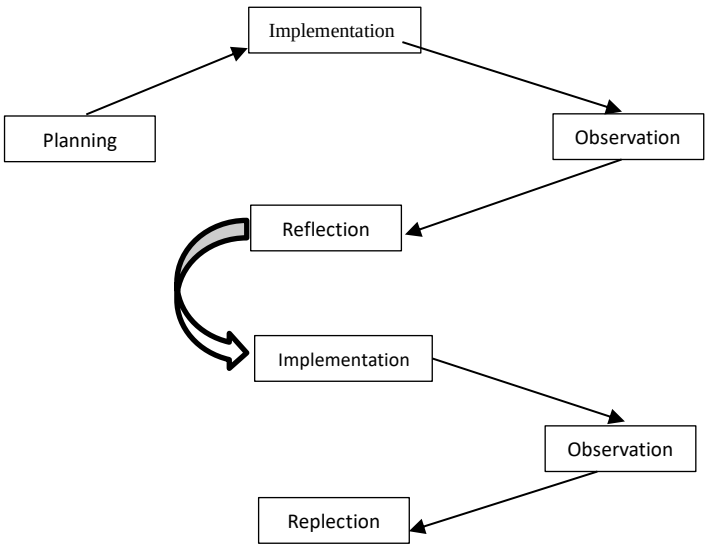


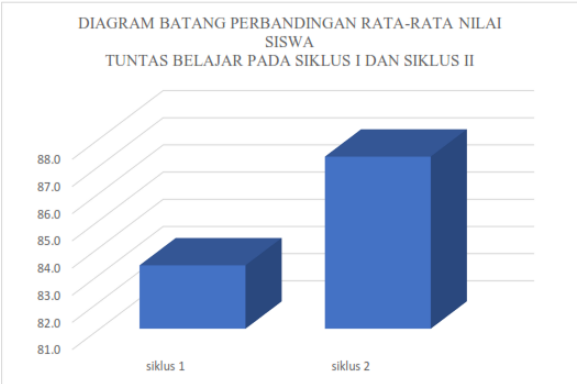
Figure 1. Classroom action research flow (Arikunto, 2009)

The subjects of this study were fourth grade students of SD Negeri 0413 Ampolu in the academic year 2020/2021 totaling 28 students consisting of 18 male students and 10 female students. The timing of the research will be carried out in the even semester of the 2020/2021 academic year. This research was conducted at SD Negeri 0413 Ampolu.

III. RESEARCH RESULTS AND DISCUSSION

In the first cycle as many as 83% of the number of students get a complete score. In cycle II as many as 93% of the total number of students got a complete score. The comparison of the average value Student test results in cycle I and cycle II are presented in the following diagram:

Figure 2. Bar chart comparison of the average completion value of cycles I and II



he average value of the test results achieved in the first cycle is 83.0 while the average value of in the second cycle is 87.0. Based on the bar chart above, the percentage of students who complete learning from cycle I to cycle II increased by 10%, namely from 83% to 93%. While the average value of student test results in the first cycle to the second cycle has

increased as much as 4.0, namely from 83.0 to 87.0

From the results of the analysis that has been carried out, in general, student learning outcomes have increased from every cycle. This increase occurred because the learning process in cycle II was carried out improvement efforts. In addition, teachers and students are able to understand the learning implemented with the STAD type cooperative learning model assisted by the zoom application meetings. The STAD learning model with the help of the zoom meeting application is very helpful for teachers to overcome students' difficulties in learning individually. Cooperative learning model rocky STAD type zoom meeting application encourages students to study in a group that make students dare to ask questions with peers in one group. It looks on increasing student learning activities working together in discussions in the first cycle of 83% and the second cycle of 90% with an increase of 0.07%. The role of each students in groups check each other and complete understanding in one groups, so that learning becomes fun and motivates students to help members of their respective groups. This can create enthusiasm in following a learning process that makes students have high motivation in learning learning. Then it will encourage student learning outcomes during learning online in progress

Based on the explanation above, it can be stated that the application of the model STAD type cooperative learning can improve learning outcomes in subjects thematic class IV SD Negeri 002 Rambah. SD Negeri 0413 Ampolu

The results of the research that has been carried out are in accordance with the theoretical basis of small group study of Vygotsky's theory. Vygotsky argued that knowledge socially constructed, in the sense that the participants involved in an interaction Social media will contribute and build together the meaning of knowledge. With Thus the process that occurs will vary according to the cultural context.

In line with that, Piaget explained about sociocognitive conflict. This conflict According to Piaget, emerges when students begin to reformulate their understanding of something problems that conflict with the understanding of others who are interacting with them. When this conflict occurs, students will be required to reflect on their own understanding, seek additional information to clarify this understanding and attempt to "reconcile" his new understanding and perspective to return to completion existing inconsistencies.

Interaction with fellow friends is also believed to be a driver of change because Students in general are always honest and forthright when expressing their opinions to students his own friend. They speak directly to their friends in ways that are easy to understand and therefore they will be trained to reconcile differences understanding between himself and his friends.

Moreover, students tend to be more receptive to the ideas of their friends than to the ideas of others their teachers because the idea of friends is seen as more personal and less threatening. More More specifically, Imas Kurniasih and Berlin Sani explain the advantages of applying the model STAD type cooperative learning include: Because in groups students are required to be active so that with this model students automatically will be confident and improve individual skills. Social interactions that are built in groups, students learn automatically socialize in their environment (group). With existing groups, students are taught to build commitment in developing the group. a) Teach respect others and trust each other. b) In groups, students are taught to interact with each other understand the existing material, so that students tell each other and reduce the nature of competitive.

Based on the theory above, the author agrees that by applying the learning model, STAD cooperative type can improve the thematic learning process so that it has an impact on increasing student learning outcomes. Students not only understand the material but also learn to interact with fellow students to motivate and help each other and train and develop students' social skills

Henceforth, the authors hope that the STAD . type cooperative learning model can be applied to other subjects such as, Mathematics, Saint and others from Elementary School or Madrasah Ibtidaiyah so that distance learning can be run more effectively

IV. CONCLUSION

Online learning carried out by applying the learning model STAD cooperative type can improve the learning outcomes of fourth graders at SD Negeri 0413 Ampolu to thematic material. Percentage of students who complete learning from cycle I to cycle II increased by 10% from 83% to 93%. While the average value student test results in the first cycle to the second cycle increased by 4.0, namely from 83.0 to 87.0. These results show that the STAD learning model can be applied to improve student learning outcomes during distance learning, so that

learning does not boring, and student learning activities can still run better than those that don't using the STAD learning model. Online learning carried out with the application of the STAD type cooperative learning model based on the observation sheet can improve the learning activities of fourth grade students of SD Negeri 002 Rambah towards thematic learning. This is indicated by the average student activity in cycle I siklus by 83% and the second cycle of 90% with an increase of 0.07%.

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