



Using the Image Media-Based Student Team Achievement Division Model to Improve Learning Outcomes for Elementary School Students

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ABSTRACT

This research aims to improve student learning outcomes in the Social Sciences subject, Sub-theme Cultural Diversity of My Nation through the Student Team Achievement Division Learning Model with Image Media for Class IV of Lamangga 1 State Elementary School. The design and model used in this research is the Kemmis and Taggart model which includes planning, implementation, observation, reflection and re-planning and the type of research carried out by the researcher is classroom action research (PTK). From the results of the first cycle evaluation, data was obtained from 22 students, there were 13 students who obtained a KKM score of 65 or classically reaching 59% and 9 students who did not complete 41% with an average score of 65.52 and a weighted score achieved of 1,443. Meanwhile, in cycle II, classically, student learning outcomes increased, where of the 22 students, there were 20 students who obtained a KKM score of 65 or classically reaching 91% and 2 students who did not meet the KKM 9% with an average score of 85.22 and weighted score. achieved was 1,875. Based on the research results, it is concluded that the application of the student team achievement team learning model can improve student learning outcomes in Social Sciences subjects in class IV of Lamangga 1 State Elementary School.

Keywords: Learning Outcomes, Student Team Achievement, Image Media

1. Introduction

Education is very necessary for humans as a means for self-development, because education is one of the foundations that determines the resilience and progress of a nation (Raharjo, 2010). Education is one form of manifestation of human culture that is dynamic and full of development. Humans themselves are complete and complex individuals so it is difficult to study them completely (Irrubai, 2013). Therefore, problems in the world of education will never be resolved because in essence humans are always developing following the dynamics of their lives. Paying attention to this, it can be understood that education is always concerned with efforts to improve the quality of learning, the need for human development, namely students and teachers will play an important role. The characteristics of elementary school students are individuals who are curious, imitative and learn with something concrete and the learning styles of each student are different (Afandi et al., 2013).

In Law no. 20 of 2003 Article 1 Point 1 concerning the National Education System states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-knowledge, personality, intelligence, noble character, as well as the skills needed by himself, the people of the nation and the state." This law was formulated based on the state's basic philosophy, namely Pancasila (Harefa, 2011).

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A model is a plan, representation, or description that explains an object, system, or concept which is often a simplification or idealism for certain learning objectives and as a guide for learning scenarios (Yanti et al., 2019). In choosing a learning model, teaching staff must pay attention to the circumstances or conditions of students, learning materials, and learning resources that can be applied effectively and support student learning success. The success of social studies learning can be seen from the teacher's creativity in using learning models applied in teaching social studies subjects that are appropriate and interesting (Jayadie, 2015). STAD type cooperative learning is a system of group work/learning together and each group helps each other (Zulhartati, 2013). Robert Slavin stated that STAD is a cooperative learning model that is easy to use because the model steps are simple (Rahmawati & Hanipah, 2018).

The observation results show that the learning outcomes in learning theme 1, sub-theme cultural diversity of my people, include the subject, namely Social Sciences. In the social studies lesson which consisted of 22 students, only 10 students had completed their studies and 12 students had not yet completed their studies. Obtaining interview results showed that there were still many students who got daily test scores below the Minimum Completeness Criteria (KKM) with a classical completeness standard score of 65, while those who achieved completeness were 10 students (45%) and those who did not achieve completeness were 12 students (54%).

Based on these problems, researchers observed that the low learning outcomes in social studies subjects were due to students' lack of focus in paying attention to the teacher's explanations, many students were busy themselves when learning took place. Apart from that, during the learning process students do not play an active role and the teacher plays an active role in the class, so that their activities are only listening to the material presented by the teacher which ultimately leads to boredom. The methods and models used by teachers in learning are quite varied, teachers have implemented discussion-based learning or group-based learning, teachers have divided the class into groups with heterogeneous members of 4-6 students, but the implementation of the learning model has not been optimal and has not according to wishes so that students are less enthusiastic about participating in learning. Several factors cause students to absorb less of the lesson material delivered by the teacher, resulting in low student learning outcomes.

2. Methods

This qualitative research uses descriptive analysis methods. This method is carried out by describing the facts which is then followed by analysis. Etymologically, description and analysis mean to describe (Ratna, 2001). Research data was collected using test and observation techniques (Sam's, 2010:92). There are various types of methods for this data. The types of methods used in data collection are adjusted to the nature of the research being carried out. The methods used by researchers in collecting this data are as follows: Tests, Observations and Instruments (Arikunto, 2002).

Data analysis techniques are a follow-up to research activities after the data has been collected and then immediately worked on by research staff to process the data. Data from observations is processed using descriptive analysis to describe the situation of increasing achievement of success indicators for each cycle and to describe the success of the Role Playing method which can improve student learning outcomes (Arikunto, 2002). The formula for calculating student percentage scores is as follows (Indarwati et al., 2014):

$$P = \frac{\text{Students who have completed their studies}}{\text{All student}} \times 100\%$$

3. Findings and Discussions

3.1 Findings

Before conducting the research, the researcher first conducted observations and interviews with the fourth grade teacher at State Elementary School 1. From the observations made, it can be seen that the learning activities taking place in the classroom are still less effective, students still lack interest in thematic learning, students are less active in the process. learning, they tend to play and disturb their friends. From interviews with teachers, it was said that in the learning process, students pay less attention to what the teacher explains, they tend to play and disturb their friends, and student learning outcomes are still relatively low. This is proven by the results of daily tests on social studies subjects, that 10 students or 45.45% of students achieved the KKM or got a score of 65. Meanwhile, 12 students or 54.55% did not complete it. From these data, the percentage of classical learning outcomes achieved in class IV of Lamangga 1 State Elementary School only reached 45.45% (incomplete) while the criteria for classical learning completeness was 70%.

Table 1. Pre-Cycle Data On Learning Outcomes

No	Initials Student	Cycle Value	Information
1	RH	40	Not Completed
2	ZN	35	Not Completed
3	ZD	50	Not Completed
4	AR	55	Not Completed
5	EN	65	Completed
6	ZA	70	Completed
7	FH	80	Completed
8	AL	60	Not Completed
9	KY	75	Completed
10	LF	70	Completed
11	ML	65	Completed
12	SF	45	Not Completed
13	CK	70	Completed
14	KYL	85	Completed
15	TGR	75	Completed
16	AM	60	Not Completed
17	ANT	45	Not Completed
18	ALD	75	Completed
19	NZA	60	Not Completed
20	NYL	50	Not Completed
21	YD	45	Not Completed
22	AFF	60	Not Completed
Amount		1.335	
Average value		60.68	
Classical completeness		45%	10 Students Completed
		55%	12 Students Did Not Complete

The initial test results showed that the average student score was 60.68%, with details of only 10 people meeting the KKM standard of 65 or 45% and 12 students not meeting the KKM, 55% with an average score of 60.68%. From the

average score obtained, it can be seen that the student's average score does not meet the criteria for learning completeness, because the average score obtained by the student must reach at least 70. This illustrates that the social studies learning outcomes of class IV students at State Elementary School 1 Lamangga is still low.

In the planning stage of cycle I, the researcher did various things, including: (1) designing a learning implementation plan according to the material in the implementation of cycle I, namely Bangasku Cultural Diversity material using the Student Team Achivement Division model, (2) preparing learning facilities that support the implementation of actions in the form of learning media such as pictures, (3) compiling observation sheets of student and teacher learning activities according to the steps of the learning model used, (4) forming small groups with a total of 4-6 students, (5). Prepare worksheets according to the material that will be provided, (6) prepare tests that will be carried out in cycle I in the form of test questions to measure student learning outcomes. The test questions consist of 10 question numbers, each number has a score of 10.

After the implementation of cycle I, a student learning outcomes test was held and this test could determine the students' ability to solve the questions given. This can be seen in the following table:

Table 2. Cycle 1 Learning Results Data

No	Initials Student	Cycle Value	Information
1	RH	60	Not Completed
2	ZN	35	Not Completed
3	ZD	50	Not Completed
4	AR	55	Not Completed
5	EN	80	Completed
6	ZA	75	Completed
7	FH	80	Completed
8	AL	60	Not Completed
9	KY	75	Completed
10	LF	70	Completed
11	ML	80	Completed
12	SF	45	Not Completed
13	CK	70	Completed
14	KYL	85	Completed
15	TGR	75	Completed
16	AM	60	Not Completed
17	ANT	45	Not Completed
18	ALD	75	Completed
19	NZA	60	Not Completed
20	NYL	65	Completed
21	YD	70	Completed
22	AFF	65	Completed
Amount		1,435	
Average value		65,22	
Classical completeness		59%	13 Students Completed
		41%	9 Students Did Not Complete

Based on the table above, it is known that the average score obtained by students was 65.22. Of the 22 students, there were 13 students who met the KKM or 59% and 9 students who did not meet the KKM or 41%. From this average score, it can be seen that the average score obtained by students must be at least 70. This

gives an idea that the social studies learning outcomes of class IV students at Lamangga 1 State Elementary School are still low. Based on the results of observations during the learning process, students have not shown readiness to take part in learning, apart from that at the beginning of learning, researchers have not provided motivation so that students are ready to take part in learning and are enthusiastic in the learning process. When learning is taking place, students pay attention to the teacher's explanation but are less active, they tend to remain silent or are still reluctant to ask questions and pretend there are no difficulties, and there are still students' hesitation in presenting their work. There were also several obstacles in conducting research in cycle I, namely insufficient time because in cycle I more activities were carried out so that the time planned for learning process activities exceeded the predetermined time limit. Another obstacle is due to the pandemic period so the teaching and learning process does not run smoothly.

By looking at the many shortcomings that existed in the implementation of cycle I actions and the indicators of success that had not been achieved in this research, this research was continued in cycle II. At the planning stage of cycle II, the things the researcher did were as follows: (1) Rearranging the Learning Implementation Plan (RPP). (2) Make observation sheets for teachers and students to monitor their activities during the teaching and learning process. (3) Prepare Student Worksheets (LKS) and tests.

After the implementation of cycle II is carried out, from this test it can be seen the students' ability to solve the questions given. These results can be seen in the following table:

Table 3. Cycle 2 Learning Results Data

No	Initials Student	Cycle Value	Information
1	RH	80	Completed
2	ZN	60	Not Completed
3	ZD	90	Completed
4	AR	100	Completed
5	EN	80	Completed
6	ZA	90	Completed
7	FH	75	Completed
8	AL	60	Not Completed
9	KY	75	Completed
10	LF	90	Completed
11	ML	100	Completed
12	SF	90	Completed
13	CK	80	Completed
14	KYL	100	Completed
15	TGR	80	Completed
16	AM	90	Completed
17	ANT	100	Completed
18	ALD	90	Completed
19	NZA	85	Completed
20	NYL	90	Completed
21	YD	90	Completed
22	AFF	80	Completed
Amount		1,875	
Average value		85,22	
Classical completeness		91%	20 Students Completed
		9%	2 Students Did Not Complete

Based on the completion scores in cycle II, many were completed, the average class score also exceeded the set KKM. There are 20 students who have reached the Minimum Completeness Criteria (KKM), 91%, while the students who have not reached the Minimum Completeness Criteria (KKM) are 2 students, 9% with an average completion score of 85.22. Obtaining a KKM score of 65 from the total number of students classically is 80% of the total number of students so improvements must be carried out in the next cycle at predetermined time intervals. Apart from that, in the second cycle of learning, student activity has increased by 90%, achieving 80% classical completeness. By using the model applied by the researcher, the researcher was able to improve the learning outcomes of the social studies material content on the sub-theme of cultural diversity of my people. Apart from that, students are more enthusiastic and have the courage to ask and answer questions. Activeness during the lesson has increased compared to the previous meeting.

3.2 Discussions

After implementing the second cycle of actions, the researcher and the observer discussed the achievement of complete student learning outcomes and the success of student learning activities. Based on the results of observations and evaluations in this action, the implementation of the learning process using the student team achievement division learning model in class IV social studies at Ambea 4 Elementary School, South Kaledupa Regency has achieved the expected results.

In the final stage of cycle II, much of the learning has been completed. The learning results of cycle II show that students' activeness in the learning process increased from the learning process in cycle I. Students looked enthusiastic and enthusiastic in carrying out the learning process using the STAD model using image media. Teachers act as facilitators, mentors and student-centered learning centers. This STAD learning model makes students active in working together between their groups and can also train mutual respect and also train students' courage when expressing the results of their discussions in front of the class. During the observation, the problems found in cycle I have decreased and improved. Students are also brave and confident in answering questions and expressing opinions.

In cycle II, students' achievement of classical learning completeness had reached 80%, and the average score obtained by students also met the completeness criteria, namely 91%. By seeing that the learning results in cycle II had achieved the success indicators as determined, this research was stopped and not continued in the next cycle

4. Conclusion

Research conducted at Lamangga 1 State Elementary School can be concluded that using the Student Team Achievement Division (STAD) learning model with image media can improve social studies learning outcomes for the sub-theme of my nation's cultural diversity. The increase in learning outcomes is marked by students' scores reaching the KKM of 65, namely in the pre-cycle the scores of 22 students only 10 students reached the KKM of 45% and 12 did not meet the KKM, namely 55%. Then in the first cycle, social studies learning outcomes increased by 13 students, namely 59.09% and those who did not have sufficient KKM were 9 students, 41%. Meanwhile, in cycle II, 20 students reached the KKM of 91% and 2 students did not reach the KKM of 9%. So in the cycle there was an increase in the Classical Completeness Criteria in cycle I by 59% and cycle

II by 91%. The cycle is stopped because it has met the individual success indicators, namely ≥ 65 and the Classical Completion Criteria, namely $\geq 80\%$. Thus, this classroom action research was declared successful.

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