DEVELOPMENT OF LEARNING DEVICES AND ITS IMPLEMENTATION THROUGH THE STAD TYPE OF COOPERATIVE LEARNING MODEL IN INCREASING LEARNING MOTIVATION ELEMENTARY SCHOOL STUDENTS

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ABSTRACT
This study aims to determine the increase in motivation, student learning with the development of learning tools and their implementation through the 2013 curriculum and the independent curriculum with the application of the STAD Type Cooperative Learning model. Critical of a learning plan by the teacher, teacher interaction with students, and how students interact in class. Improvement of the implementation of the learning process in class from cycle I with an average score of 31.57% with the category not achieving the predetermined success criteria and in cycle II with a value reaching 52.63% This means that the research indicators have been achieved and there is no need to continue in the next cycle.

Keywords: Learning Model, Stad Type Cooperative, Learning Motivation, Elementary School Students

INTRODUCTION
Education is the learning of knowledge, skills and habits of a group of people passed down from one generation to the next through teaching, training or research. Education sometimes takes place under the guidance of others but is also possible on a self-taught basis. Generally, there are 3 levels of the national education system or it can also be said that 9 years of compulsory education starts from Basic Education (SD), Secondary Education (SMP), and Higher Education (SMA/College). Every education system in Indonesia has a different concept. Education cannot be separated from the presence of teachers. In general, in Indonesian, the meaning of the teacher is as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating

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students. Learners are members of the community who try to develop their potential through the learning process in the educational path, both formal education and informal education at certain levels of education and types of education.

The ideal education is one that has high standards and quality. Improving the quality of school-based education, because schools know more about the problems faced in improving the quality of education. Schools function as units that develop curriculum, syllabus, learning strategies and assessment systems. To improve the quality of schools is to empower schools to be able to play a role as subjects of education providers by providing quality education. The government stipulates national education standards contained in Government Regulation Number 19 of 2005 concerning National Education Standards. National Education Standards include:

1) standard content,
2) graduate competency standards,
3) standard process
4) standard of educators and educational staff,
5) standard of facilities and infrastructure,
6) management standards,
7) financing standards, and
8) standard

Educational assessment. The main problem in education in Indonesia is the low learning outcomes of students in schools, while the current rapid development of Science and Technology (IPTEK) makes mastery of Knowledge of Indonesian is very necessary to be well understood and mastered by students.

Santosa (2009) revealed that language is a communication tool that has systematic, arbitrary, humane, and communicative properties, as a content that is difficult for students: Students must be skilled at using their four language skills when they communicate with others. The four skills include: listening, speaking, reading, writing. In order for students to be skilled and proficient in language, it is hoped that language learning carried out by the teacher should be taught in a balanced manner between one another and cannot be separated, at the elementary school level, especially the Indonesian language learning process is important to understand, because with students understanding this lesson it means that the Indonesian teaching and learning process achieves its goal of imparting language skills. In a sense, students can achieve grades according to predetermined graduation standards. If the student's score is below the specified standard, it means that the teaching and learning process is declared less successful.

The reality in schools is that there are still many problems which are the results of observations made in class IV SD Inpres Minasa Upa 1 it can be seen that during the learning process some students do not pay attention to what is being studied so that there are some children who do not understand the material being taught, during the learning process the teacher only uses conventional
teaching techniques, namely the lecture method, so students are passive in the teaching and learning process, the teacher rarely implements group learning to students.

Classroom learning process IV UPT SPF SDN KOMPLEKS IKIP 1, above cannot be said to be effective learning with such learning methods. Therefore, there are still many students who do not understand the subject matter being taught so that the learning outcomes of students are quite low. Where the ha of student learning in the subjects taught in class IV UPT SPF SDN KOMPLEKS IKIP 1 is known to be still below the KKM, out of 19 students, only 5 students achieved 26.31% completeness and 14 students who did not achieve completeness of 73, 68% with an average value of 40.73. Therefore, it is necessary to increase the ability through efforts that can be made by the teacher.

In connection with the existing problems and the factors that cause the problems that have been mentioned, it can be concluded that the factor is the selection of inappropriate and innovative learning models. Therefore, the effort that can be done by researchers, namely Advanced PLP Students in order to improve student learning outcomes is to use the STAD Cooperative Learning learning model to be applied in improving the learning. Etin Solihatin explains that Cooperative Learning is an attitude or behavior together in working or helping among others in a regular cooperation structure in groups, consisting of two or more people where work success is strongly influenced by the involvement of the group members themselves. Students who have worked in cooperative learning model learning situations are encouraged to work together on a common task and they must coordinate their efforts to complete their task.

METHODS

Based on the problems studied, the researcher took the type of classroom action research. Classroom Action Research (CAR) is a research activity in the context of a class that is carried out to solve learning problems faced by teachers, improve the quality and learning outcomes and try out new things in learning for the sake of quality and learning outcomes. CAR is a research activity that can be carried out individually or collaboratively. Individual CAR is research in which a teacher conducts research in his class or another teacher's class. Meanwhile, collaborative CAR is research in which several teachers conduct research synergistically in their class and other members visit the class to observe activities.

FINDINGS AND DISCUSSION

Findings

Based on the results of the evaluation of cycle I and cycle II in the application of the 2013 curriculum in class IV, learning outcomes increased. The increase in learning outcomes can be seen in the following table:
Table 1 Improving Learning Outcomes of Class IV UPT SPF SDN IKIP KOMPLEKS 1. Pre-Cycle, Cycle I, and Cycle II.

<table>
<thead>
<tr>
<th>Action Implementation</th>
<th>Average student learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before action</td>
<td>40,73</td>
</tr>
<tr>
<td>Cycle I</td>
<td>43,78</td>
</tr>
<tr>
<td>Cycle II</td>
<td>68,52</td>
</tr>
</tbody>
</table>

Table 2 Improved student learning outcomes

<table>
<thead>
<tr>
<th>The number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>26,31%</td>
</tr>
<tr>
<td>19</td>
<td>31,57%</td>
</tr>
<tr>
<td>19</td>
<td>52,63%</td>
</tr>
</tbody>
</table>

Discussion

Based on the problems regarding the implementation of STAD type cooperative learning can improve student learning outcomes at UPT SPF SDN KOMPLEKS IKIP 1. This can be seen from the group activities of students in learning cycle I and cycle II showing an increase in learning through the STAD type cooperative model and the teacher who always creates a pleasant atmosphere when learning takes place, directs, guides, and motivates students in participating in learning. 26.31%, because there are still a number of indicators that have not been implemented, including students who are not active in the discussion process in completing assignments. Students do not understand the tasks of each member of the group. 12 students who have not been able to answer the questions correctly asked from the group, there are some students who are not fluent in reading, and students still feel shy with their group mates.

The results of teacher observations that were less than optimal also affected the implementation of the STAD type cooperative model. This can be seen from the description of the results of observations of teacher activities in carrying out STAD model learning in cycle I, which was classified as a poor category with a percentage of 55%. There were several aspects of STAD type cooperative learning that had not been fully implemented, maximum, such as the teacher has not been maximal in appreciating in an effort to foster optimal enthusiasm in the teaching and learning process, the teacher has not maximally...
divided the group heterogeneously. Therefore, the researcher and the help of the observer teacher reflected on this problem to find out the various weaknesses and deficiencies that caused low student activity in cycle I and made improvements in cycle II. These improvements were made with the intention that the learning process with the STAD model could run well in cycle II. The 3rd and 4th meetings the teacher tries to maximize the learning process by involving more students, so that students are more active and can have an impact on increasing understanding in learning, especially in Indonesian subjects. In addition, the teacher is even more active in providing guidance, direction, and motivation to students in participating in learning so that a pleasant atmosphere is created when learning takes place. In cycle I. In general, each teacher activity can be carried out. The results of student observation activities in cycle II showed that it was going well, with a percentage of 81.25%, in this cycle students were active in groups, students always shared tasks in groups, students always showed their desire to answer every question given by the teacher, students starting to form new knowledge through inference, students can do the tasks given by the teacher in the learning process.

Student learning outcomes can also be improved through the STAD type cooperative model. This can be seen from the increase in the value of the evaluation results in cycle I and cycle II. The results of the evaluation in cycle I, students achieved learning mastery with a completeness score of 31.57%, and the average score of Indonesian language learning outcomes for class V students was 43.78. So that the learning completeness from pre-cycle to cycle I obtained an increase in learning outcomes of 5.26% Learning in cycle I was still not optimal, student activities were still not good, this happened because students' understanding of the learning steps was still low, so the urge to move not optimal besides that the teacher does not provide encouragement and motivation to students during learning. After reflecting, determine the weaknesses and deficiencies that will be planned for improvement in cycle II. The results of the evaluation in cycle II, there were 8 students achieving learning completeness with a completeness score of 52.63%, and the average score of Indonesian learning outcomes for class V students was 68.52. So that learning mastery from cycle I to cycle II obtained increased learning outcomes by 21.06%.

The results of this action research were carried out based on problems that occurred in the classroom where students were still less active in the learning process and could affect their learning outcomes. Therefore, the researcher and the observer teacher agreed to make improvements by choosing to apply the STAD type cooperative model in learning, better. These results are known by comparing the data from the results of the evaluation of the first cycle and the results of the evaluation of the second cycle.

The STAD type cooperative learning model is able to improve student learning outcomes, because students are given the opportunity to actively learn and explore information, solve problems through discussions and collect ideas.
CONCLUSION

Based on the analysis of the research data, according to some of the problems that have been found in the research, namely where the teacher only uses conventional teaching techniques, namely only using the lecture method, so that students are passive in the teaching and learning process, teachers rarely carry out group learning with students. Therefore, using the STAD Cooperative Learning Model in learning Indonesian can improve the learning outcomes of class IV UPT SPF SDN KOMPLEKS IKIP 1. Based on the results of the descriptive analysis that has been discussed and reinforced with complete data, it is known that student learning outcomes can improve better. These results are known by comparing the data from the results of the evaluation of the first cycle and the results of the evaluation of the second cycle. The use of the STAD Type Cooperative Learning Model can improve teacher performance, especially in learning Indonesian in class IV students at UPT SPF SDN KOMPLEKS IKIP 1. In addition, using the STAD Type Cooperative Learning Model can improve student learning outcomes in class IV UPT SPF KOMPLEKS IKIP 1, Jl. A. P. Pettarani No. 9, Banta-Bantaeng, Kec. Rappocini, Makassar City, South Sulawesi 90222.

REFERENCE


