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Improving Student Learning Outcomes Using the STAD Type Cooperative Model

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Authors' contribution: A) Conception and design of the study; B) Acquisition of data; C) Analysis and interpretation of data; D) Manuscript preparation; E) Obtaining funding

ABSTRACT
The study aims to determine the completeness of learning outcomes and improve student learning outcomes using the STAD Type Cooperative Model in the Physical Education subject with the Material Type of Injury and How to Overcome It in Class IV of SD Negeri 040474 Bunga Baru, Tigabinanga District, Karo Regency in the 2023/2024 Academic Year The study was conducted at SD Negeri 040474 Bunga Baru, Tigabinanga District with the research subjects being 24 fourth grade students. The object of the study was to use the STAD Type Cooperative Model in the Physical Education subject in class IV of SD Negeri 040474 Bunga Baru, Tigabinanga District, Karo Regency, in the 2023/2024 Academic Year. The data collection tool used was a learning outcome test. The data analysis technique used descriptive statistics by comparing the average values of Cycle I and Cycle II. The analysis results in cycle I obtained 18 students who completed the course (75%) and 6 students who did not complete the course (25%) with an average score of 70.41. The analysis results in cycle II obtained 21 students who completed the course (87.5%) and 3 students who did not (12.5%) with an average score of 75.41. Based on the results of the data analysis, it was concluded that the use of the STAD Type Cooperative Model in Physical Education learning with the material Types of Injuries and How to Overcome Them in class IV of SD Negeri 040474 Bunga Baru, Tigabinanga District, Karo Regency, Academic Year 2023/2024 was completed classically and learning outcomes increased.

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INTRODUCTION

Education is regulated in Law No. 20 of 2003 in Trianto (2009) concerning the National Education System, "National education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation. Education aims to develop the potential of students to become human beings who believe in and fear God

Almighty, have noble morals, are healthy, knowledgeable, handsome, creative, independent, and become democratic and responsible citizens."

Education in schools is one of the government's efforts to produce quality human resources. To improve the quality of education, many factors influence, for example, (1) students' understanding in mastering the primary material given, (2) teachers must have the knowledge and skills to teach such as the approach or learning model given so that students can be expected to increase their involvement in teaching and learning activities and of course to improve their understanding of the material. For this reason, the role of teachers is vital because teachers directly deal with students in carrying out the learning process at school. Physical education is a subject taught in public and private schools.

Physical education is part of national education and aims to be a means to achieve educational goals in general. In Law Number 20 of 2003 concerning the National Education System, it is stated that: "Physical Education is a medium to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (attitude - Mental - emotional - sportsmanship - spiritual social), as well as the habituation of a healthy lifestyle that leads to stimulating the growth and development of balanced physical and psychological qualities, meaning that Physical Education does not only prioritize intellectual development but self-development in terms of skills is something that is developed in the Physical Education learning process.

Based on observations, especially elementary school students, when faced with physical education lessons, feel happy but do not know the real goal; students assume that physical education is just playing and practicing sports. So far, teachers in carrying out the learning process emphasize students to carry out orders through the command method, assignment method, then the lecture method during theory with lots of notes so that students get bored, less active, and pay less attention to the teacher's explanation, students tend to play more during the learning process. The lack of a teacher's ability to manage the class causes the class to be unconducive during the physical education learning process. The learning methods used still need to be varied. Learning activities only use monotonous and teacher-centered learning models to make student learning outcomes more satisfactory.

To overcome these problems, it is necessary to improve learning outcomes at SD Negeri 040474 Bunga Baru by enhancing the implementation of learning using the Student Team Achievement Division (STAD) cooperative learning model. STAD-type learning is a learning model that involves active students and can make students think creatively, logically, and critically in the learning process by focusing on student discussion groups working together to solve problems and discussing the issues with their friends. The problem in the study is that student learning outcomes still need to be completed classically, and there is a lack of variation in teachers' learning methods. Based on these problems, the problem in the study is formulated to complete learning outcomes and improve student learning outcomes using the STAD Type Cooperative Model.

The research aims to determine the completeness of learning outcomes and improvements in student learning outcomes after using the STAD Type Cooperative Model and the study's usefulness as an alternative for teachers in implementing Physical Education learning.

MATERIALS AND METHODS

The type of research is Classroom Action Research (CAR). The subjects in the study were 24 students of grade IV of SD Negeri 040474 Bunga Baru, Tigabinanga District, Karo Regency, Academic Year 2023/2024. Meanwhile, this research aims to use the STAD Type

Cooperative Model in the Physical Education subject, the Material Types of Injuries, and How to Overcome Them. The study was conducted at SD Negeri 040474 Bunga Baru, Tigabinanga District. The location at the school was chosen because data showed that student learning outcomes could have been more optimal in the Physical Education subject, the Material Types of Injuries and How to Overcome Them.

Research using Classroom Action Research Design (CAR) proposed by Arikunto (2015) in general four stages are passed, namely:

1. Planning, the researcher explains what, why, when, where, by whom, and how the action is carried out.
2. Implementation (acting): Implementation is the implementation or application of the design's contents, namely using classroom action.
3. Observation is a technique or way of collecting data by observing activities in the classroom during learning activities.
4. Reflection, remembering, and reflecting on the actions recorded in the observation.

RESULTS AND DISCUSSION

Cycle I

1. Completeness of Student Learning Outcomes Cycle I

a.Completeness of Individual Student Learning Outcomes

Based on the results obtained through Classroom Action Research Cycle I, data on the completeness of individual student learning outcomes was obtained, as can be seen in Figure 2. below:

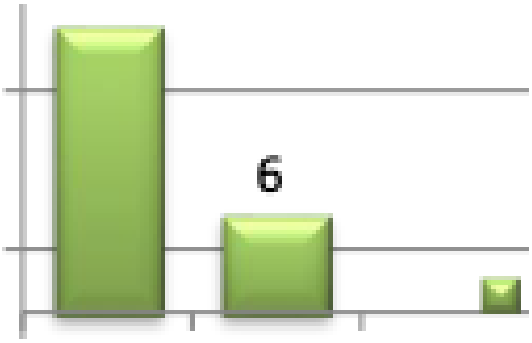

Figure 2. Diagram of Student Learning Outcomes Completion Individually in Cycle I

Based on Figure 2, the completeness of individual student learning outcomes in cycle I is known to be 18 students who completed the learning and 6 students who did not complete it.

Based on the data on the completion of individual student learning outcomes, the results of classical student learning can be obtained in table 2 as follows:

Table 2. Completeness of Classical Student Learning Outcomes Cycle I

KETERANGAN	SIKLUS I	
	Hasil	Persentase
Siswa yang tuntas belajar	18	75%
Siswa yang tidak tuntas belajar	6	25%
Jumlah	24	100

Based on the data from Table 2 above, it can be seen that the number of students who completed learning in cycle I was 18 (75%), while the number of students who did not complete their learning was 6 (25%). So, the learning outcomes obtained by students still needed to be classically completed. From the data above, it can be seen in Figure 3. as follows:

Figure 3. Diagram of Student Learning Outcomes Completeness Classically in Cycle I

From the results of the learning evaluation with essay-based tests, the average student learning outcomes were obtained as follows:

Table 3. Frequency Distribution of Student Learning Outcomes in Cycle I

No.	xi	fi	fi . xi
1.	50	2	100
2.	60	4	240
3	70	11	770
4	80	5	400
5	90	2	180
	Jumlah	**24**	**1690**

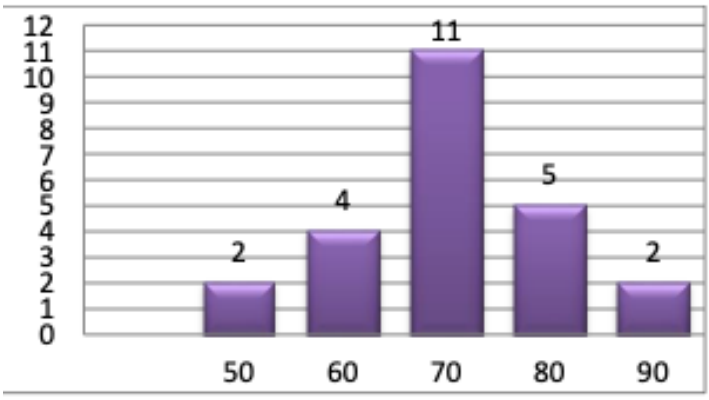

Figure 4 Frequency Distribution Diagram of Learning Outcomes of Cycle I

Cycle I and II Reflection

From the results obtained in the Classroom Action Research (CAR) cycle I, the learning outcomes in cycle I that were completed individually were 18 people and 6 students did not complete. Furthermore, the completeness of student learning outcomes classically was 75% and students who did not complete were 25%. Thus, it can be concluded that in cycle I the learning outcomes have not reached classical completeness, because the criteria for classical completeness if in the class there are ≥ 85% of students who have completed their learning. so that cycle II needs to be implemented, by improving the shortcomings in cycle I and more optimal preparation.

After the improvement was carried out in cycle II, the students' learning outcomes were 21 people (87.5%), while those who did not complete were 3 people (12.5%). This is by the classical completion criteria. Based on the results of the implementation of learning in cycle II, the researcher has carried out improvements to the learning process in the classroom so that changes in student learning outcomes are seen. Because student learning outcomes have achieved classical completion, there is no need to continue the next cycle.

DISCUSSION

Based on the results of the research carried out at SD Negeri 040474 Bunga Baru, Tigabinanga District, Karo Regency, in the 2023/2024 academic year in Class IV, 24 people were involved in Class Action Research (CAR) using the STAD Type Cooperative Model on the material Types of Injuries and How to Deal with Them.

The results of the implementation of learning in cycles I and II are:

a. From the results of the study, it is known that the learning outcomes after using the STAD Type Cooperative Model in the Physical Education subject on the Material Types of Injuries and How to Deal with Them, Class IV of SD Negeri 040474 Bunga Baru, Tigabinanga District, Karo Regency, in the 2023/2024 academic year showed that in cycle I, 18 students (75%) completed and 6 students (25%) did not complete. In cycle II, 21 students (87.5%) completed it, and 3 (12.5%) still need to complete it. From the data above, we can see a comparison of student learning outcomes individually and classically in cycles I and II as shown in the bar diagram below:

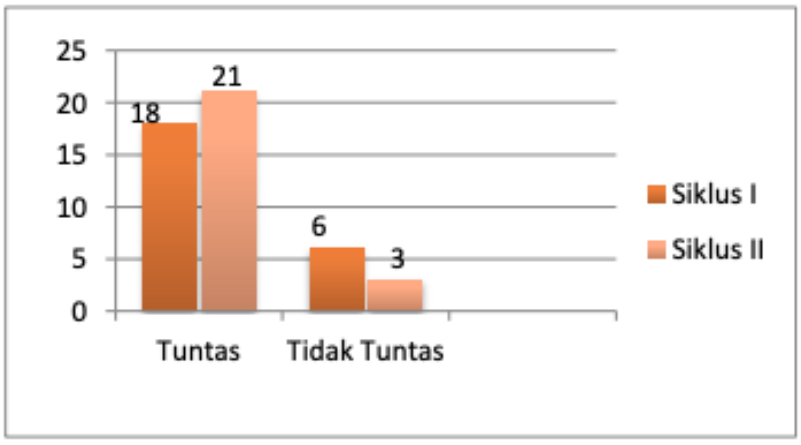

Figure 8. Diagram of Student Learning Outcome Completion Individually Cycle I and II

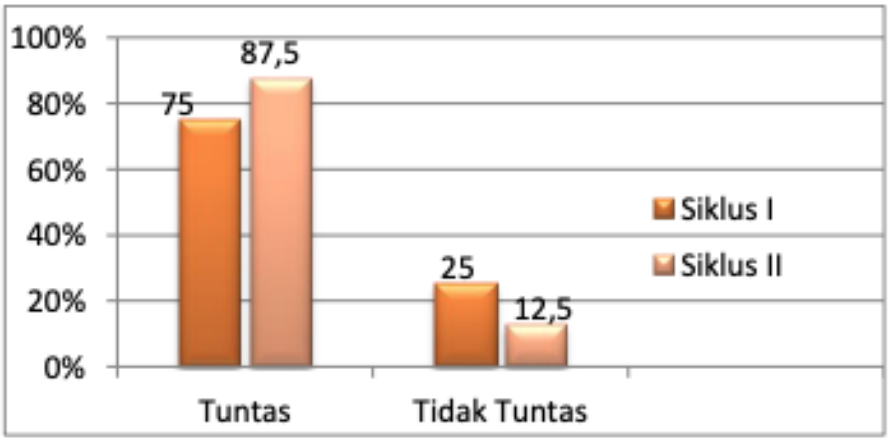

Figure 9. Diagram of Student Learning Outcome Completion Classically Cycle I and II

b. The average student learning outcomes after Using the STAD Type Cooperative Model in the Physical Education subject, Material Types of Injuries and How to Overcome Them, Class IV of SD Negeri 040474 Bunga Baru, Tigabinanga District, 2023/2024 Academic Year in cycle I was 70.41 while in cycle II it increased to 75.41. From the data above, a comparison of the average value of student learning outcomes in cycles I and II can be seen in the following line diagram:

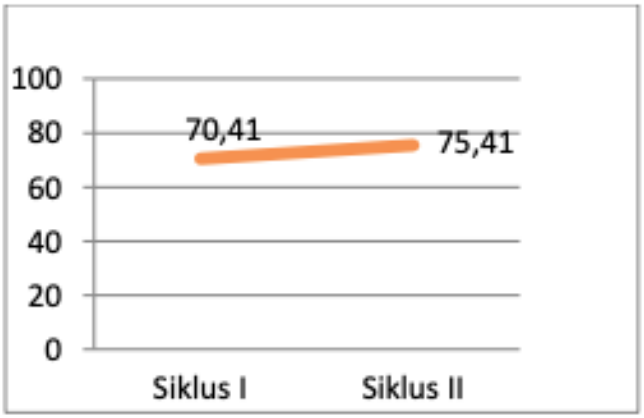

Figure 10. Line Diagram of Average Value of Student Learning Outcomes in Cycle I and Cycle II

Based on the data from the research results of cycle I and cycle II, there was a change in the increase in student learning outcomes, thus it is stated that learning outcomes increased by using the STAD Type Cooperative Model in the Physical Education subject, Material Types of Injuries and How to Deal with Them

CONCLUSION

Based on the analysis and discussion of the results of Classroom Action Research (CAR) carried out in Class IV of SD Negeri 040474 Bunga Baru, Tigabinanga District, Karo Regency, in the 2023/2024 academic year, the following conclusions were drawn: 1) Student learning outcomes using the STAD Type Cooperative Model in the Physical Education subject, Material Types of Injuries and How to Overcome Them, Class IV of SD Negeri 040474 Bunga Baru, Tigabinanga District, Karo Regency in the 2023/2024 academic year were completed classically; 2) Student learning outcomes increased by using the STAD Type Cooperative

Model in the Physical Education subject, Material Types of Injuries and How to Overcome Them in Class IV of SD Negeri 040474 Bunga Baru, Tigabinanga District, Karo Regency in the 2023/2024 academic year. 2023/2024.

Based on the conclusions of the study, several suggestions can be put forward to be applied in the implementation of learning as follows: 1) In implementing learning, it must be by the steps and sequence and pay attention to the advantages and disadvantages of the learning models used so that students do not feel bored in following the lesson; 2) It is hoped that teachers can use the STAD Type Cooperative Model as alternative learning in Physical Education subjects; 3) For schools, the results of this study can be used as reference and evaluation materials in improving the quality of learning; 4) For further researchers, if they want to carry out the same type of research, it can be used as a reference and comparison to get better results.

CONFLICT OF INTEREST

There are no conflicts of interest in this article.

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