EFFORTS TO IMPROVE SOCIAL SCIENCE (IPS) LEARNING ACHIEVEMENT THROUGH THE STAD LEARNING MODEL FOR GRADE IX A STUDENTS OF UPT SMPN 25 GRESIK ACADEMIC YEAR 2021/2022

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Abstract

The quality of teaching and learning activities is not only observed in terms of results, but also must be surveyed from the process. The quality of the teaching and learning process is characterized by the level of student participation in teaching and learning activities. The level of student participation in teaching and learning activities could always be improved when the teacher attempts to utilize teaching strategies effectively to improve the quality of teaching and learning activities from the aspect of the process. Thus, the quality of the process from the aspect of the results will increase, or it could be mentioned as the improvement of student achievement. Based on the reasons or background of the problems, the author is interested in conducting class action research with the title "Efforts to Improve Social Science (IPS) Learning Achievement through the STAD learning Model for Grade IX A students of UPT SMPN 25 GRESIK Academic Year 2021/2022". Based on the results of research and discussion, social science learning by applying the learning model student teams achievement division which has been implemented in Class IX A UPT SMPN 25 Gresik can improve student achievement regarding the topic of inter-space dependence and its effects to the welfare of society. This can be seen from the increasing grade point average and classical completeness from cycle I to cycle III. The average score of the class in the first cycle was 67.19 with a classical completion of 62.5 %, the second cycle obtained an average score of 73.13 with a classical completion of 81.25%, and the third cycle obtained an average score of 78.75 with a classical completion of 93.75%. Student learning activities during the application of student teams achievement division (STAD) learning model also increased. This can be observed from the increase in student activity from cycle I to III. Students who are active in teaching and learning activities in cycle I were 69%, Cycle II were 74% and cycle III were 98 %

BACKGROUND

Using appropriate learning models encourages the growth of students' sense of pleasure in the lesson, fosters, and increases motivation in performing the task, motivating students with ease to understand the lesson and achieve satisfying learning outcomes. The most efficient solution is to evaluate learning strategies, especially using a learning model that involves students learning based on problem-solving concepts they have in mind by applying structured steps according to the correct pattern or stages (Faujiyah, Suhada, & Hartati, 2017; Greene, 2017; Syamsudin, Budiyono., & Sutrisno., 2016).

Social studies subjects are parts of the social sciences that have a very important role in fostering a sense of nationalism. This is because social studies is a study of science that explains the events of the past and are accompanied by clear facts. In addition, social studies subjects have meaningful uses such as educational uses

(education), instructive (giver of lessons), inspirational (giver of inspiration), recreational (giver of pleasure), and innovative (provide advanced insight). They can even provide ethical uses and moral guidelines in society and the nation. Proper awareness will foster a sense of love for the homeland and the nation (Afandi, 2011; Rasmita, 2019; Wening, 2012).

Class action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or by direction from the teacher performed by the student. By implementing the stages in the Class Action Research (PTK), the teacher can improve the learning process by deeply studying what is happening in his class. The actions that the teacher performs are based solely on actual and factual problems that develop in his class

Students' cooperative learning is combined with the thought process of their peers. This method not only makes learning outcomes open to all students but also makes the thought process of other students open to all students. The cooperative learning model requires students to solve a problem cooperatively to achieve a common goal where each member of the group has different cognitive abilities so as to improve their mastery of concepts due to mutual cooperation. (Lamba, 2006; Siska Widiawati, Hikmawati, 2018)

Based on the reasons or background of the problems, the authors are interested to conduct class action research in an effort to improve student social studies achievement through the use of learning models Student Teams Achievement Division (STAD). The proposed title is :"The Efforts to Improve Social Science (IPS) Learning Achievement through the STAD Learning Model for Grade IX B Students of UPT SMPN 25 Gresik Academic Year 2021/2022".

RESEARCH METHODS

This research is a class action research. In this class action Research, referring to the Kurt Lewin model, designates four main components of research: 1) planning, 2) action , 3) observation , 4) reflection (Aqib, 2006:21).

This class action research was conducted on 32 students of class IX A of UPT SMPN 25 Gresik. According to information from social studies teachers, students in these classes have low ability compared to other classes. So the researchers chose the class to be used as a research subject which is expected to ease the process of data retrieval and research work procedures.

This research is designed as a class action research that collaborates by involving social studies teachers, to jointly conduct research. In this study, researchers act as teachers, while social studies teachers act as observers. This class action research process is planned to consist of three cycles. Each cycle has four stages: planning, action, observation and reflection. Each cycle is carried out according to the changes to be achieved, such as what has been designed in the factors investigated.

As for the indicators of success is when the achievement of social studies students increased, the resulting score has reached more than the average seventy. With a percentage of 70% and class completion in working on the questions must be above 85%.

After obtaining the data, the next step is to analyze and process the data. The data analysis technique used in this study is descriptive percentage analysis. By analyzing students' achievements and learning activities from the learning model Student Teams Achievement Division,

the percentage description analysis formula would be:

$$\% = \frac{n}{N} \text{ x } 100$$

RESEARCH RESULTS AND DISCUSSION

Research Results of Cycle I

The first cycle is the learning of social studies subjects on the topic of inter-space dependence and its effect to the welfare of the community with the Student Teams Achievement Division learning model . Cycle I was held in two meetings on January 22, 2022 and on January 24, 2022. Each meeting consisted for 2 JP.

The activities carried out during the learning process in Cycle 1 were as follows. Teachers prepared the necessary learning tools and conditioned students to be ready to follow the learning. After that, the teacher provided motivation to students by explaining the benefits of the topic to be learned. During the lesson, the students did not focus on teacher's explanation.

In the core learning activity, the teacher explained the factors that encouraged international trade (meeting 1) and the benefits of international trade (Meeting 2). As many as 23 students actively listened to the teacher's explanation. Some students joked and told stories with other friends or were busy doodling pictures in books. The implementation of the next core learning activity was group discussion. Teachers organized groups. A total of 32 students in Class IX A were divided into 8 groups. Each group consisted of 4 male and female students with varying academic abilities. In addition, teachers provided instructions about what students will do in the Student Teams Achievement Division. The instructions included the following : what will be conducted by students in the group that each student must discuss, worked together in the group to solve the problems that existed in the student worksheet that contained multiple choice questions, after the deadline, they completed the group task, the group leader was asked to present the results of his group discussion in front of the class and the other group responded. The teacher also informed that there was a group award with a book prize for the group that could complete the student worksheet well.

The group discussion went conducive. The observation indicates that the percentage of students who actively cooperate in groups is 88%; the percentage of students who actively discuss in groups is 69%; the percentage of students who actively complete learning tasks is 91%; the percentage of students who actively socialize with friends is 91%; the percentage of students who actively ask questions during learning is 6%. The percentage of active students overall reached 69%.

The first cycle test was carried out at the end of the meeting by giving quizzes to students, and from the test results in the first cycle, the highest score was 80 while the lowest score was 40. the average value of the class is only 67.19 and students who complete learning only 20 children or the percentage of classical completeness only reaches 62.5%.

Based on the results of observations and tests in the first cycle, the implementation of class action research has not reached the specified research indicators. Therefore, the next cycle is Cycle II.

The results of research data for student activities in the group during the learning process through the Student Teams Achievement Division learning model in the first cycle are presented in Table 2.

Table 2. Observation Data in Cycle I

No	Activity	Percentage (%)
1.	Students who ask questions actively	6%
2.	Students who actively work together in groups	88%
3.	Students who actively discuss in groups	69%
4.	Students who actively complete learning tasks	91%
5.	Students who actively socialize with friends	91%

Source : Research Data, 2022

Research Results of Cycle II

Therefore, in the first cycle of research, indicators that have been set have not been achieved then continued with the second cycle. The second cycle is learning social studies on the subject of Chapter 3 with the scope of creative industries as the basic competencies. We used Student Teams Achievement Division learning model. Cycle II was held in two meetings; they were on January 29, 2022 (meeting 1) and on January 31 (meeting 2). Each meeting was held for 2 JP or 80 minutes. The quality of activities carried out during the learning process in the second cycle is better than in the first cycle. Teachers conducted the learning process with various variations. The teacher gave apperception to repeat the previous topic. Teachers motivated students by conveying the usefulness of the topic to be learned.

The core activity began with a general explanation from the teacher about the scope of creative industries (meeting 1) and the government's strategy to develop the Creative Economy (meeting 2), which is used in other directions, followed by the implementation of the Student Teams Achievement Division Learning Group Discussion which will further enrich the learning knowledge and experience for students while studying with their group mates. A class of 32 students was divided into 8 groups, each consisting of 4 students with diverse academic abilities.

The observation showed that students who are active in the discussion is quite good, students have begun to dare in expressing opinions, asking friends, responding to the opinions of friends. The observation indicates that the percentage of students who actively cooperate in groups was 94%; the percentage of students who actively discuss in groups was 88%; the percentage of students who actively complete learning tasks was 78%; the percentage of students who actively socialize with friends was 84%; the percentage of students who actively ask questions during learning was 25%. The average overall student activity was 74%. The group discussion in the second cycle went quite smoothly and most of the groups could solve the multiple choice questions in the student worksheets. Based on the observation results obtained, the activity of students in following the lesson has increased from the first cycle, in the first cycle of active students only 69% and in the second cycle increased to 74 %.

Evaluation of the second cycle is conducted at the end of the meeting by giving quiz questions to students, and from the evaluation of the second cycle obtained the highest score of 90 while the lowest score of 60. The average value of the class increased by 73.13, and the number of students who completed learning reached 26 children, so classical completeness reached 81.25%. Based on the results of observation and evaluation, it can be concluded that the second cycle has not reached the specified research indicators. Therefore, the next cycle is Cycle II.

The results of research data for student activities in the group during the learning process through the Student Teams Achievement Division learning model in the first cycle are presented in Table 2.

Table 3. Observation Data in Cycle II

No	Activity	Percentage (%)
1.	Students who ask questions actively	25%
2.	Students who actively work together in groups	94%
3.	Students who actively discuss in groups	88%
4.	Students who actively complete learning tasks	78%
5.	Students who actively socialize with friends	84%

Research Results of Cycle III

Therefore, in the second cycle of research, indicators that have been designed have not been achieved then continued with the third cycle. Cycle III is the learning of social studies subjects in Chapter 3 (regarding the Ministry of Trade which made efforts to develop the creative economy to realize the government's strategy) through Student teams Achievement Division learning. Cycle II was held in two meetings; they were on January 29, 2022 (meeting 1) and on January 31 (meeting 2). Each meeting was held for 2 lesson hours (JP) or 80 minutes. The quality of activities carried out during the learning process in the third cycle is better than the second cycle. Teachers conducted the learning process with various variations. The teacher gave apperception to repeat the previous topic. Teachers motivated students by conveying the usefulness of the topic to be learned.

The core activity started with a general explanation from the teacher regarding the Ministry of Trade that made efforts to develop the creative economy to realize the government's strategy, followed by the implementation of the Student Teams Achievement Division Learning Group Discussion, which would further enrich the learning knowledge and experience for students while studying with their group mates. A class of 32 students was divided into 8 groups, each consisting of 4 students with diverse academic abilities.

The observation showed that students who were active in the discussion was quite good, students started to dare in expressing opinions, asking friends, responding to the opinions of friends. The observation indicates that the percentage of students who actively cooperate in groups is 100%; the percentage of students who actively discuss in groups is 100%; the percentage of students who actively complete learning tasks is 100%; the percentage of students who actively socialize with friends is 100%; the percentage of students who actively ask questions during learning is 88%. The percentage of active students overall reached 98%. The group discussion in the third cycle went smoothly and most of the groups were able to solve the multiple choice questions in the student worksheets. Based on the observation results obtained, the activity of students in following the lesson has increased from the second cycle, in the second cycle of active students only 74% and in the third cycle increased to 98%.

The presentation of the results of the group discussion is done by the teacher, allowing the group who is willing to volunteer to present the results in front to point his finger (the teacher allows three groups to present the results of group work). The groups willing to present the group's work were Group 1, Group 3, and

Group 8. Student activity during the presentation in the second cycle increased, which was shown by some students who dared to ask questions and gave responses to the advanced group. The groups entitled to a prize in the third cycle because they could solve all the problems on the worksheet students well were Group 1, Group 2, Group 3 and Group 8.

Based on the observation results, we obtained that the activeness of students in following the lessons have increased from the second cycle. In the second cycle, active students were only 74% and in the third cycle increased to 98%. Evaluation of the third cycle is conducted at the end of the meeting by giving quiz questions to students, and from the evaluation of the third cycle obtained the highest value of 100 while the lowest value of 60. The average value of the class increased from the second cycle of 78.75 and the number of students who completed learning reached 30 children so that classical completeness reached 93.75%. Based on the results of observation and evaluation, it can be concluded that the third cycle has reached the specified research indicators.

In addition to being given a test, in this cycle, there was also a questionnaire to students. This questionnaire serves to determine the attitude of students to social studies lessons, especially if the learning process is used learning model Student teams Achievement Division. Analysis of the questionnaire results showed that of the 32 respondents, 25% of respondents had a very good attitude towards social studies, 62.5% of respondents had a good attitude towards social studies, 12.5% of respondents had a bad attitude towards social studies.

The results of research data for student activities in the group during the learning process through the Student Teams Achievement Division learning model in the first cycle are presented in Table 2.

Table 4. Observation Data in Cycle III

No	Activity	Percentage (%)
1.	Students who ask questions actively	88%
2.	Students who actively work together in groups	100%
3.	Students who actively discuss in groups	100%
4.	Students who actively complete learning tasks	100%
5.	Students who actively socialize with friends	100%

Source : Research Data, 2022

DISCUSSION

Based on the research data, it can be said that cooperative learning using student teams achievement division (STAD) can improve student achievement in Class IX A UPT SMPN 25 Gresik. This is evidenced by the average value of the test or quiz on each cycle has increased.

From the observation reflection on cycle I, we obtained the following findings. In the first cycle, only 2 children were active in asking questions during learning, because most students were still embarrassed to ask questions. Therefore, teachers provided motivation for students to always be confident to be able to actively ask questions during learning. Unlike the case with the activeness of asking which is only 6%, the activeness of working together in groups in cycle I could reach 88%. This is because before the implementation of group work the teacher has given instructions about what students would do in learning with the student teams achievement division (STAD)

model. The instruction includes the division of labor of each group member in completing group tasks to create good cooperation in the group.

The implementation of Group Discussion in cycle I is quite good. This can be seen from the observation that shows the liveliness of discussion in the group reached 69%. Clever students remained to dominate the course of group discussions. Although the activeness of discussion in the group reached 69% but the results of group work showed that out of 8 groups, only 2 groups managed to solve the problem well and correctly. Indeed, students were actively completing group tasks but many errors occured in the work.

The liveliness when socializing with friends in the implementation of group work in the first cycle reached 91%. This is because most students have good social skills. But the use of teaching and learning activities in this cycle is still delayed. Students take too long duration in solving the problems that become the task of each group.

Based on the test or quiz results of 32 students, student learning outcomes in the first cycle showed an average score of only 67.19, and classical completeness reached 62.5%. This means that learning achievement in the first cycle has not met the indicators that have been set in this study. Based on the results of reflection, the lack of success is caused by various things, among others, students experience difficulties to accept the division of heterogeneous groups. In addition, because they were accustomed to *teacher-oriented* learning at first, students felt confused and unfamiliar with the cooperative learning of the student teams achievement division. The inability experienced by students was due to a lack of reading and less variety of teachers in teaching in the classroom.

Furthermore, from the reflection on the observation during the second cycle, it was found that student activity increased, because students began to receive student teams achievement division learning. This can be seen from the students who actively asked questions during the learning time increased in number compared to the second cycle. Almost all students were active in working together in groups (94%), actively discussing (88%), and actively socializing with friends (84%). In the second cycle, from the results of the test or quiz of 32 students, we obtained the average score of the class increased from the first cycle of 73.13 and the completeness of classical learning reached 81.25%. This means that learning achievement in the second cycle also has not met the indicators that have been set in this study. Based on the results of reflection, the lack of success is caused by various things, among others, students experienced difficulty in working on LKBPD questions in groups because there were differences of opinion among members of the group.

As for the next cycle, from the reflection on the observation during the third cycle, we obtained that student activity increased significantly. In the third cycle, there was no significant constraints because students have been able to adjust to learning using the learning model student teams achievement division. In this cycle, the classroom atmosphere was not crowded; each group member was aware of their responsibilities as a member of the group so that cooperation between group members was as well, and each group easily solved the tasks given by the teacher.

This can be seen from the students who actively asked questions during the learning time increased in number compared to the second cycle. Almost all students were active in working together in groups (100%), actively discussing (100 %), and actively socializing with friends (100 %). In this cycle, students who were active in completing learning tasks increased compared to the second cycle of 100%. In the

second cycle, from the results of the test or quiz of 32 students, we obtained the average score of the class increased from the first cycle of 73.13 and the completeness of classical learning reached 81.25%. This means that learning achievement in the third cycle has met the indicators that have been set in this study, the resulting value has reached more than the average Seventy and class completeness in working on the problems must be above 85%.

The application of cooperative learning student teams achievement division in social studies is a way that can help students in building their own knowledge. The involvement of students during the learning process can help students in understanding the subject matter.

In cooperative learning, the upper group students will be tutors for the lower group, thus the lower group students acquire help from the upper group in understanding the subject matter. Students of the upper group also deepen the subject matter because providing assistance to the lower group requires a deepening of the material. Moreover in cooperative learning, students work together in completing tasks, because the success of their group is determined by the cooperation of each individual in a group. Each individual in a group has individual responsibilities, because group learning outcomes are determined by the individual learning outcomes of all group members. Cooperation with group members means that students perform social skills in learning activities. It is expected that there will be mutual assistance between group members in completing the tasks given by the teacher. By working together, finally, each group member can understand the material provided and overcome the problems that arise in learning with or without the help of a teacher so that the group's success can be achieved.

This is the opinion of Ibrahim, et al. (2000:7) who states that the cooperative learning model is developed at least to achieve three essential learning objectives, namely academic achievement, acceptance of diversity, and development of social skills.

CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn:

1. Social Studies learning by applying the student team achievement division model implemented in Class IX A UPT SMPN 25 Gresik can improve student achievement in Chapter 3 (the Inter-Space Dependence and Its Effect on Public Welfare). This can be seen from the increasing grade point average and classical completeness from cycle I to cycle III. The average score of the class in the first cycle was 67.19 with a classical completion of 62.5 %, the second cycle obtained an average score of 73.13 with a classical completion of 81.25%, and the third cycle obtained an average score of 78.75 with a classical completion of 93.75%.
2. Student learning activities during the application of student teams achievement division (STAD) learning model also increased. This can be observed from the increase in student activity from cycle I to III. Students who are active in teaching and learning activities in cycle I were 69%, cycle II were 74% and cycle III were 98 %

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