

WWJMRD 2015; 1(2): 10-12
www.wwjmr.com
e-ISSN: 2454-6615

Muhammad Rijal
Biology Departement in IAIN
Ambon Indonesia,
Dr. Tarmizi Taher Street,
Ambon, Indonesian

Sarfa Wassahua
Biology Departement in IAIN
Ambon Indonesia,
Dr. Tarmizi Taher Street,
Ambon, Indonesian

Subhan
Biology Departement in IAIN
Ambon Indonesia,
Dr. Tarmizi Taher Street,
Ambon, Indonesian

Model stad (student team's achievement division) in improving student learning outcomes cognitif

Muhammad Rijal, Sarfa Wassahua, Subhan

Abstract

Based on the results of research and discussion we can conclude that there is an increase learning outcomes students on the concept of the respiratory system in in class XI₄ science high schools 11 Ambon through the application of model *STAD* of 66,4 %.

Keywords: stad, cognitif, student

Introduction

There are four a main element that is the purpose of learning process, material, a model and an instrument, as well as assessment. The purpose of learning process as a direction in substance is the formulation of behaviors that is expected to be controlled by students after receiving or travel experience of learning [1]. Material device knowledge is outlined of the curriculum to be delivered or discussed in the process of learning and teaching until to examine the purpose of that set [2]. Models and tools is manner or techniques used in achieving its objectives, while assessment serves as a tool to know the success of the process and learning outcomes learners [3].

One of its models learning that may be developed by teachers are learning cooperative that is learning with students learned in the small clique that having a level of different capabilities [4]. The purpose of learning cooperative is create a situation where the success of individual determined or influenced by the success of his group [5]. There are several models in learning cooperative interesting model of them namely *STAD* (*Student Teams Achievement Devision*) that inside were five steps, namely a percentage class, the formation of the team or group, granting quiz, individual score progress and awards groups [6]. Based on the description above hence writers interested to conduct research with a title application of model *STAD* (*Student Teams Achievement Devision*) in improving learning outcomes learners on the concept of the respiratory system in class XI₄ science high schools 11 Ambon

Method

The kind of research used in this action research, which is a research the acts performed by teachers as well as researchers or together with others to the path of design discharge, and reflect on the act of in collaborative and participative whose aim is to rectify or improve the quality a learning process in the class through a specific action in some cycle [7]. Locations used for the implementation of this in class XI₄ science high schools 11 Ambon, and time the research was done in September 2014. The subject of research is students in class XI₄ science high schools 11 Ambon which totaled 25 respondent. Data collection techniques used where data is collected from the results of a test beginning prior *STAD* the application of a model and test results the end of the cycle I, with the aim of the test results of the cycle I students to be able to learning indicators

Correspondence:
Muhammad Rijal
Biology Departement in IAIN
Ambon Indonesia,
Dr. Tarmizi Taher Street,
Ambon, Indonesian

Result and Discussion

Pre Cycle

Table 1: Test results early on any material the respiratory system

Value Interval	Category	Frekuens	Percentage
80 – 100	Very well	-	-
66 – 79	Well	1	4 %
56 – 65	Enough	1	4 %
40 – 55	Less	1	4 %
30 – 39	Fail	22	88%
Jumlah		25	100%

Source data: primary data the research results

Of the test results which is wrought by students, after held correction then obtained the results of that is less satisfactory. The results of correction pree-test than 25 students, in get its early test scores showed that there is no students who gained control of the indicators of learning with good category. 22 students (88 %) less to take control of the indicators of learning, 1 students (4 %) can control indicators learning with category not enough, 1 students (4 %) can control indicators learning with category enough, and 1 students they can control indicators learning with category a fine grade. So that students meet the standard of the value that are set up which is 70 only one students. From exposure to the value of the results obtained students then it appears that the ability of early students is still very low

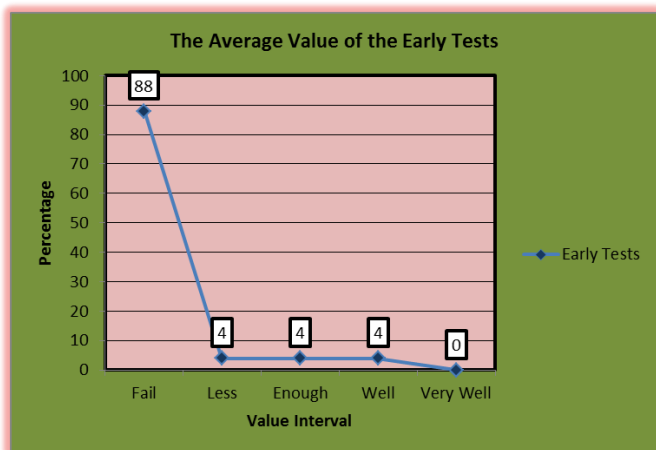


Fig 1: Test results early on any material the respiratory system

Cycle I

Table 1: Test results test cycle I material the respiratory system

Value Interval	Category	Frekuens	Percentage
80 – 100	Very well	22	88%
66 – 79	Well	3	12%
56 – 65	Enough	-	-
40 – 55	Less	-	-
30 – 39	Fail	-	-
Jumlah		25	100 %

Source data: primary data the research results

In table above it can be seen that: There is no students (0 %) which controls learning with indicators category failed, lacking and enough, 3 students (12 %) they can control learning with an indicator of good category, as many as 22

students (88 %) they can control learning with an indicator of good category all. What this demonstrates that students they can control indicators as many as 25 students (100 %) Based on the analysis learning and percentage on the results of the cycle I that a student look for learning activities of categories enough, less failed to category and the category increased to the category of good and the category of good once, as well as the high learning outcomes of students who has reached value standard learning individually and classically prescribed curriculum. As a result research the action research in class XI₄ science high schools 11 Ambon deemed done really in the cycle of I

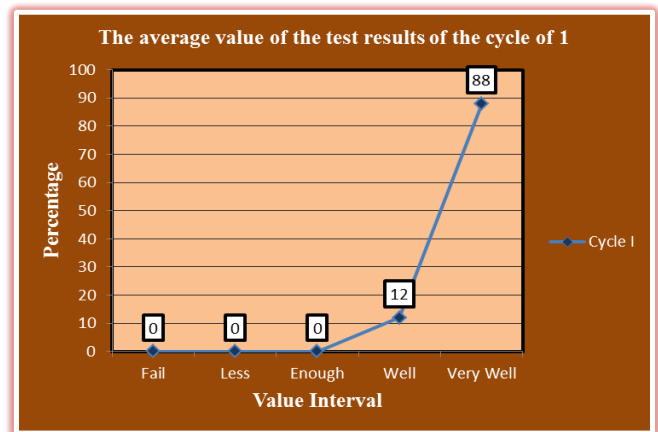


Fig 2: Test results test cycle I material the respiratory system

Students study results before the application of model *STAD*, (pree-test) is of the 25 students through a test done, obtained the results of correction pree-test than 25 students, in get its early test scores showed that there is no students who gained control of the indicators of learning with good category. 22 students (88 %) less to take control of the indicators of learning, 1 students (4 %) can control indicators learning with category not enough, 1 students (4 %) can control indicators learning with category enough, and 1 students they can control indicators learning with category a fine grade.

Learning outcomes students after the application of model *STAD*, (post-test) that is from 25 students through a test conducted, obtained the result that there is no student (0 %) who received scores of failed, lacking and enough, 3 students (12 %) have better evaluation, and 22 students (88 %) have better evaluation once. It was concluded that students who completed about post-test and reach the value of standard value minimum a total of 25 students (100 %)

Conclusion

Based on the results of research and discussion we can conclude that there is an increase learning outcomes students on the concept of the respiratory system in in class XI₄ science high schools 11 Ambon through the application of model *STAD* of 66.4 %

Recommendation

With respect to a conclusion that presented above, then the researcher suggest to the teachers and prospective teachers so that should be kind of classroom choose the right to the teaching and learning process was going according to desired and easily understood by students one of these is the kind of classroom cooperative type *STAD* so that it can trigger motivation and cooperation of students in learning

References

1. [Arikunto, Suharsimi. 2002. *Dasar-Daras Evaluasi Pendidikan*. PT Bumi Aksara. Jakarta.
2. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. PT. Remaja Rosdakarya. Jakarta.
3. De Porter, Bobbi & Mike Hernacki. 2007. *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*. Mizam Pustaka. Bandung.
4. Ihsan, Fuad. 2010. *Dasar-Dasar Pendidikan*. Rineka Cipta. Jakarta.
5. Achmad Zulfah & Juwono. 2003. *Biologi Sel*. Penerbit Buku Kedokteran. Jakarta.
6. Sabri, Ahmad. 2005. *Strategi Belajar Mengajar Micro Teaching*. Quantum Teaching. Jakarta
7. Sharan, Shlomo. 2009. *Hand book of Cooperatif Learning*. Imperium. Yogyakarta.
8. Slameto. 2003. *Belajar dan Faktor-Faktor Yang Mempengaruhinya*. Rineka Cipta. Jakarta.
9. Slavin, Robert E., 2010. *Cooperatif Learning: Teori, Riset dan Praktek*. Nusa Media. Bandung.
10. Sobur, Alex. 2003. *Psikologi Umum*. Pustaka Setia. Bandung.
11. Sudjana, Nana.2001. *Penilaian Hasil Proses Belajar Mengajar*. PT Remaja Rosdakarya. Bandung.
12. Yoni, Acep. 2010. *Menyusun Penelitian Tindakan Kelas*. Familia. Yogyakarta.