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Peningkatan Hasil Belajar Ipa Melalui Model Pembelajaran Kooperatif Tipe STAD Dengan Penggunaan Alat Peraga Pada Siswa Kelas V SD Negeri 008 Rambah Hilir

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Abstract, *The learning pattern carried out in science lessons in class V so far, only relies on one type of conventional method, namely the lecture method and rarely uses teaching aids as a learning medium. So students are less motivated in learning which results in maximum learning achievement results being difficult to achieve. So it is necessary to improve learning, namely by implementing the Student Teams Achievement Division (STAD) learning model and using teaching aids. The subjects of this research were all fifth grade students at SDN 008 Rambah Hilir for the 2021 - 2022 academic year with a total of 21 students consisting of 13 male students and 8 female students. Broadly speaking, there are four stages that are followed in carrying out classroom action research, namely: planning, implementation, observation, and reflection. The research results showed that the classical learning completeness value (KB) in pre-cycle learning was 57%, whereas in the first cycle it was 71% and in the second cycle the learning completeness value was 100%, which means that classical learning has achieved learning completeness. In this way, student learning outcomes on the subject of adapting living creatures to their environment can be improved through the STAD Type Learning Model and the use of teaching aids*

Keywords *: Learning outcomes, science, STAD, teaching aids*.

I. INTRODUCTION

Active and effective learning must be able to encourage students to listen, look, ask questions and discuss with their study partners. In active and effective learning, the most important thing for students is the behavior of solving their own problems, finding examples, trying skills and carrying out tasks that depend on the knowledge they have or must achieve. (Melvin Silberman, 2001:xiii).

The learning pattern carried out in science lessons in class V so far, only relies on one type of conventional method, namely the lecture method and rarely uses teaching aids as a learning medium. So students are less motivated in learning which results in maximum learning achievement results being difficult to

achieve. Therefore, it needs immediate treatment and attention from researchers. Apart from low student learning achievement, students are also less active in the learning process, and interaction between students in the learning process is also still low.

The Student Teams Achievement Division (STAD) learning model is an active learning model that provides students with the opportunity to share ideas, consider the most appropriate answers and answer questions orally so as to increase students' confidence in presenting ideas or answers in front of the class. . Thus, the application of the STAD type learning model is expected to increase student involvement and activeness in the learning process through all kinds of activities carried out directly by students in their respective groups. As stated by Sudjana (2002: 61)

Apart from implementing appropriate learning models, the use of relevant learning media, in this case teaching aids, is also important. Some of the benefits of teaching aids in the learning process are: they can increase children's interest, children will be more successful in learning if they involve a lot of their senses, really attract students' interest in learning, encourage students to ask questions and discuss, and save learning time.

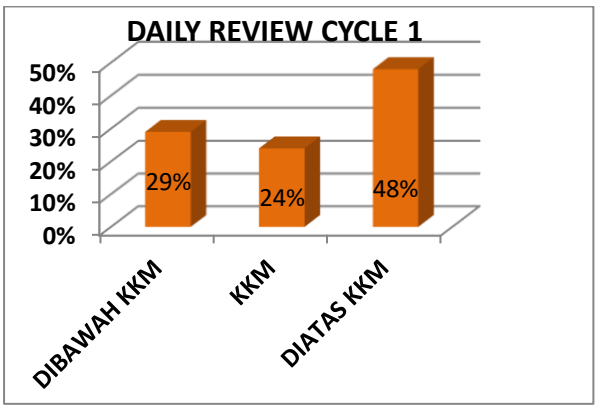
II. RESEARCH METHODS

The subjects of this research were all fifth grade students at SDN 008 Rambah Hilir for the academic year 20 21 – 20 22 with a total of 21 students consisting of 13 male students and 8 female students. Implementation of eye PTK lesson IPA implemented at SDN 008 Rambah Hilir D Usun Sejati Subdistrict Rambah Lower Regency Rokan Hulu . The data analyzed in this research is student learning outcomes data, quantitative data (student learning outcomes) will be analyzed descriptively to determine the quality of student learning outcomes. Analysis of student learning outcomes is obtained through test results

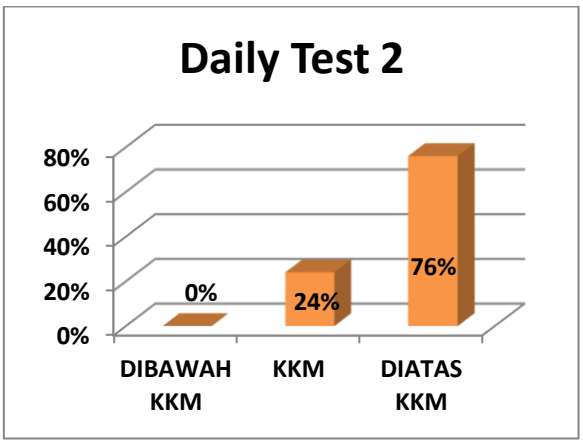
III. RESEARCH RESULTS AND DISCUSSION

The results obtained from pre-cycle learning using the lecture method gave unsatisfactory results. In the learning process, interaction between students, student activity, student enthusiasm is less visible, resulting in low learning outcomes obtained. For this reason, it is necessary to improve learning in cycle 1.

The following is a graph of the percentage achievement of students' Daily Test (UH) scores in the cycle 1 learning process .



Graph 1. Cycle I Students' Daily Test Scores



Graph 2. Daily Test Scores for Cycle II Students

The results obtained from improving learning cycle 1 using the STAD type learning model have been able to improve student learning outcomes and make learning improvements, including more effective interaction between students and optimizing the role of peer tutors, and students can complete practice questions on time. However, deficiencies were still found in the learning process in cycle 1, namely they still exist some students do not pay attention and listen when the teacher explains the lesson material.

Results obtained from repair learning cycle 2 with using the STAD Type Learning Model and the use of props can be make learning more interesting , increasing enthusiasm and involvement student For active in learning . So that in cycle 2 achievements / results Study Already satisfying .

From the graph of the daily test results for cycle 2 above, data was obtained that there were no more students who got scores below the KKM score or around 0%, as many as 5 students got the right KKM score or around 24%, and as many as 16 students got scores above the KKM or around 76 %. The classical learning completeness obtained in the implementation of learning improvements in the pre-cycle, cycle I and cycle II is obtained using the following formula:

$$Ketuntasan\ Belajar\ (KB) = \frac{Banyak\ siswa\ mencapai\ 75{,}00\ (N)}{Banyak\ siswa\ yang\ mengikuti\ tes\ (n)} x100\%$$

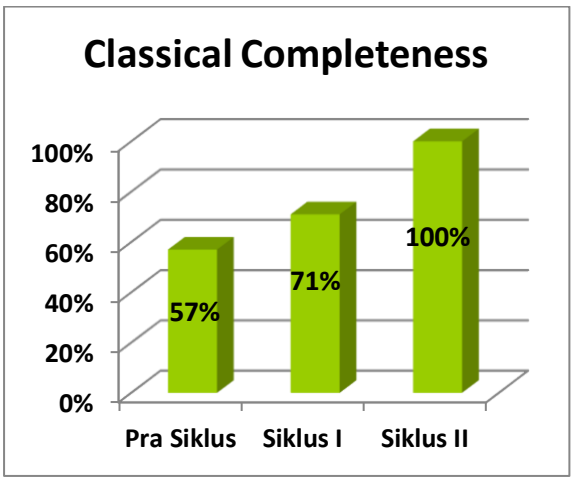
The completeness results obtained in each cycle are presented in the following table:

Cycle	N	n	KB	Information
Pre cycle	12	21	57 %	Not Completed
Cycle I	15	21	71 %	Not Completed

Cycle II	21	21	100%	Complete

Table.1 Classical Completeness in pre-cycle, cycle I, and cycle II

The following graph depicts classical completion in each cycle.



Graph 3. Pre-Cycle Classical Completeness, Cycle I, and Cycle II

IV. CONCLUSION

Based on the results of improvements that have been implemented, researchers can conclude that students' understanding of the material on adapting living creatures to their environment can be improved through the STAD Type Learning Model and the use of teaching aids.

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