

**IMPROVING STUDENT LEARNING OUTCOMES IN INDONESIA
MATERIAL WRITING ANNOUNCEMENT WITH MODEL
STUDENT TEAMS-ACHIEVEMENT LEARNING
DIVISION (STAD) IN CLASS IV SD NEGERI 21/III
KOTO PATAH KERINCI DISTRICT**

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ABSTRACT

This study aims to determine the effect of Indonesian language learning by using the Student Teams-Achievement Division (STAD) learning model on class student IV learning outcomes. This research was conducted at SD N 21 / III Koto Patah, Kerinci Regency. The methodology used in this study is Classroom Action Research (CAR). The research phase consists of four stages, namely : planning cate an increase in students' Indonesian learning outcomes, in the first cycle experienced an increase of 10% from the previous learning outcomes, from 40% to 50% and in the second cycle increased by 30% from the first cycle, 50% to 80%.

Keywords: Learning Outcomes, Indonesian Language, STAD Model

INTRODUCTION

Education is an element that cannot be separated from humans. Education is obtained from parents, school and the environment (Hermon, 2015). Humans really need education as a light to determine the direction, goals, guidelines and meaning of life. In order to improve the quality of education a learning strategy is needed that is expected to be able to improve the learning process that has taken place so far. This is where the role of the teacher is very required to make the learning process. As according to Law Number 20 of 2003, the National Education System in Chapter 1 article 1 states that: education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual

strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the nation and state society.

Based on the National Education System Law, it can be understood that the education process should not be carried out carelessly, but must be carried out properly so that the educational goals are achieved so that the education process runs well, the teacher must think about and plan for improving learning opportunities for students and improving the quality of student learning in this case, the teacher has a very important role in determining the quality of the learning that is carried out. Indonesian Language Subjects is one of the subjects contained in the elementary school curriculum. Indonesian is very important to learn because there are many problems and activities in life that must use good and correct Indonesian. Indonesian is used by Indonesian people in their daily lives, for example, to communicate with each other, learn and interact with others.

Language skills must be mastered by students on Indonesian language subjects including the ability to speak, read, listen and write. In School learning students are equipped with the ability to speak, read, listen and write. Based on the current reality, many students find themselves complaining about the difficulty of learning Indonesian. This difficulty is often encountered when the teaching and learning process takes place, so that Indonesian language learning outcomes are still low. this is caused by the way the presentation of learning material and the classroom atmosphere is less attractive and enjoyable. Learning conditions like this are still experienced in Public Elementary School 21 / III Koto Patah. conditions like this are caused by the teacher being less creative and innovative in delivering learning material, where the teacher still uses the lecture method so that students become bored and sometimes students just sit, silence do not want to ask even though they do not understand the learning delivered by the teacher resulting in low learning outcomes Grade IV students of SD Negeri 21 / III Koto Patah did not reach the minimum completeness criteria (KKM) set by the school, which is 70. The learning model is one of the main components in creating an active, innovative, creative and fun learning atmosphere. Interesting and varied learning models will have implications for the interest and motivation of students in following the teaching and learning process in the classroom.

METHOD

This type of research is Class Action Research (CAR). According to Suharsimi *et al.*, (2012), Class Action Research is a reflection of learning activities in the form of an action, which is deliberately raised and occurs in a class together. According to Hermon and Dalim (2005); Hermon and Dalim (2006); Wardhani (2007) Classroom Action Research is research conducted by teachers in their own classrooms through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes increase. In this Classroom Action Research the researcher uses a cycle developed by Suharsimi *et al.*, (2012), this cycle model has four main components, namely, planning, implementation, observation and reflection This research was conducted in class IV. The subjects of this study were the fourth grade students, amounting to 20 students, consisting of 12 men and 8 women. The data used are quantitative data and qualitative data. Quantitative data is obtained from the results of tests at each meeting while the qualitative data is supporting data obtained when making observations in the field.

RESULTS AND DISCUSSION

This research took place at 21 / III Public Elementary School in Koto Patah, Keliling Danau Sub district, Kerinci Regency with research subjects in class IV which numbered 20 people. Data collection research was carried out by implementing learning using the Student Team Achievement Division (STAD) learning model. The two cycles were carried out in semester 2 of 2016/2017. The main data from Class Action Research is Quantitative data in the form of tests. The test is carried out with the aim to see how many students are completed and the increase in learning outcomes in accordance with the criteria for the success of the established research. The supporting data used is qualitative, in the form of observation sheets. This data is used to see student activities during the learning process takes place.

Cycle I

To apply the Student Teams-Achievement Division (STAD) learning model, the teacher first divides students into several groups, the number of class IV students is 20

people divided into 5 groups, meaning that each group has 5 members, and the teacher shares groups heterogeneously. Student test scores in the first cycle of meeting I and II were compared with KKM to see the individual completeness obtained. After that, the percentage is complete. The acquisition of Indonesian language learning outcomes of students, which in the first cycle of students who experience mastery learning 8 students or 40% of 20 students who reach KKM 70. Students who experience completeness is because in this first cycle students It was enthusiastic about the STAD model because so far they had never studied using this STAD model. They are active in learning and always ask for learning material that is not understood. Students who have not completed 12 students or 40% who have not fulfilled KKM 70, the learning outcomes of cycle I are supported by student observation sheets. In general in group work, students tend to only pay attention to other friends who work and are less serious in responding to lessons, so that some students have difficulty in answering questions.

The results of the first cycle test show that learning has not been fully implemented. Thus the researchers tried and improved the steps of the Student Teams Achievement Division (STAD) learning model. In the next cycle. Besides the student learning outcome data described above, the researcher also found some notes about the application of the STAD learning model that had been carried out during the first cycle of learning Indonesian writing material in the fourth grade of SD 21 / III Koto Patah, Kerinci Regency, namely: (1) in the first meeting, researchers found that students had difficulties in learning, students were not used to working in groups and (2) then at the next meeting students can respond to questions, and provide answers to questions given by the teacher.

Cycle II

Besides the student learning outcomes data as described above, the researcher also found some notes about the application of the STAD learning model, which had been carried out during the second cycle of learning Indonesian writing material in Class IV of SD 21 / III Koto Patah, namely: (1) at the first meeting of the second cycle of the study there were still students who were hesitant in working in groups, but this could be directed by the teacher, (2) at the next meeting students can respond to their

friends' opinions, and answer questions, and (3) there are four students whose grades are below the Indonesian Language KKM.

With a comparison of the percentage of completeness, in the first cycle the percentage of completeness was 40%, increasing in cycle II to 80%. The data illustrated that learning Indonesian in the material of the announcement using the STAD learning model showed good results. This means that the use of the STAD learning model has a positive impact on students' Indonesian learning outcomes. So based on the description above it can be said that the STAD learning model is very suitable to be used to improve student learning outcomes, in Indonesian Language subjects in Class IV of SD 21/III Koto Patah, Kerinci District. The increase that occurs in student learning outcomes is the result obtained when the teacher uses the STAD learning model. Thus overall it can be seen that student learning outcomes have reached the expected success criteria, which is 75%. The success rate has been satisfactory and has reached the criteria for the success of the study, which is 75%. This research does not need to be continued in the next cycle because the success criteria have been fulfilled in this second cycle.

CONCLUSION

Based on the results of PTK research and discussions that have been carried out II cycle on Indonesian language subjects writing announcements in Class IV of 21 / III Koto Patah Public Elementary School in the second semester using Student Teams Achievement Division (STAD) learning models, conclusions can be drawn as follows: (1) with the Student Teams Achievement Division (STAD) learning model can improve student learning outcomes in learning Indonesian. This can be seen before the researchers conducted research that there were still many students who experienced low learning outcomes and after the researchers conducted the study using the Student Teams Achievement Division (STAD) learning model for two algebraic cycles the value of student learning outcomes increased 80% of students experienced mastery learning outcomes, (2) PTK is planned to have been carried out two cycles, in the first cycle there were still many students who had not achieved mastery, student completeness was only 40% then continued to cycle II student learning outcomes had

increased from the previous meeting classical completeness of students 80%. From cycle one to succession, two students experienced improved learning outcomes, and (3) by using the Student Teams Achievement Division (STAD) learning model, the teaching and learning atmosphere is fun because in this model students are invited to work together in.

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