

SHARE KNOWLEDGE IN GROUPS AND DEVELOPING IMPORTANT SOCIAL SKILLS FOR ELEMENTARY EDUCATION STUDENTS

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ABSTRACT

Cooperative learning is an active learning process where students share knowledge in groups. STAD cooperative learning can also effectively improve students' critical thinking skills. This study aims to improve students' social science learning achievement through the use of STAD type cooperative learning models with the help of audiovisual media. This study uses an action research method with a cycle system, which consists of planning, implementation, observation, reflection, and revision. The research participants were second-grade students at SDN Pamulang 02 on the subject of social science. The results of the first cycle study showed 75.86% of students had gained mastery of learning, and 24.14% of students had not gained mastery of learning. The results of the second cycle study showed 93.10% of students had gained mastery learning, and 6.90% had not gained mastery learning. This study concludes that the use of STAD type cooperative learning models with the help of audiovisual media can improve student social science learning outcomes.

Keywords: *Share knowledge; Social skill*

INTRODUCTION

The use of various learning models has proven to be effective in improving students' cognitive and affective outcomes. Among them is the study of Rosfiani et al. (2020) which shows that the inquiry model can improve student learning outcomes in character in character units. The role of the learning model was also shown in the study of Hermawan et al. (2020) who revealed that the use of demonstration models was able to transfer better knowledge to students, especially in multiplication material as a recurring addition to elementary school mathematics subjects. Added by the study of Rosfiani et al. (2020) that the use of demonstration models can significantly improve students' understanding of mathematics, and can improve cognitive and student involvement.

Cooperative learning has a variety of teaching methods and procedures that can be used to promote learning in various domains (Sharan, 2015). Cooperative learning is an active learning process because students learn more by creating and sharing knowledge in groups (Kim, 2018). Cooperative learning can provide students with discussion opportunities and help students develop important social skills (Khan & Inamullah, 2011).

A study by Gambari and Yusuf (2015) investigated the effectiveness of Student Teams Achievement Divisions (STAD) cooperative learning strategies in solving physical problems, student achievement, and retention. Then, in the same year, Gambari et al. (2015) examined the effectiveness of computer-assisted teaching in Student Teams Achievement Divisions (STAD) and cooperative learning strategies Learning Together (LT) on the achievement and motivation of Nigerian secondary schools. Furthermore, the study of Hermawan et al. (2020) shows that the STAD type cooperative learning

model is proven to be able to improve student mathematics learning outcomes, helping students obtain academic content and skills to discuss the goals and objectives of important social and human relations.

Wulandari et al, (2017) used a survey to assess various combinations of learning methods to improve critical thinking skills, this shows that the strategy of combining PDEODE and STAD can effectively improve students' critical thinking skills in nutrition and health lectures. The Study of Yusuf, et al. (2015) modified STAD procedures related to how quizzes were given to students, provided printed answer keys, ways to improve student quizzes, provided team introduction forms, and ways to identify student achievement.

Social studies are one of the basic subjects compiled and are a subject that can develop students' knowledge and skills in socializing with daily life. Social studies is a science that has branches in anthropology, economics, history, geography, and so on (Elis, 1997). Social studies also have the goal to be able to accept norms or regulations that apply, and students get immediate feedback from real experiences (Isjoni, 2013).

However, no previous study has investigated the STAD type cooperative learning model that is supported by the use of audio-visual learning media adopted by teachers on social science subjects, especially in second-grade elementary school students. This paper will focus on exploring the use of STAD type cooperative learning models and illustrates the increase in social learning outcomes achieved by students. The findings of this study will help teachers in considering appropriate learning models to improve teacher and student performance in the classroom based on empirical evidence.

METHOD

This practical action research uses a research model from Kemmis and Taggart. Participants in this study were 29 second-grade students, 11 male students and 18 female students. The subject of this research is social study. The study was conducted starting from the pre-cycle and the cycle, where the cycle will be stopped if the minimum student learning outcomes are achieved.

This study uses qualitative and quantitative data analysis (mix method). According to Creswell (2015) one of the most difficult challenges for classroom action research researchers is how to analyze data collected from qualitative and quantitative research. This is more than just connecting or cutting data and numbers, although this relationship does present several challenges. Qualitative data was collected from observations involving the observation protocol, where the observer recorded the performance of the teaching actions of the teacher of the STAD type cooperative learning model he adopted. While quantitative data were collected from tests on student social study learning outcomes.

RESULTS AND DISCUSSION

Pre-cycle

Pre-cycle data on student learning outcomes showed only 44.80% of students received a minimum social study completeness score, 55.20% of students had not yet achieved a minimum mastery learning score. The minimum social study completeness score set by the school = 65. Therefore, student learning outcomes will be improved in cycle 1 where teachers will adopt STAD type cooperative learning in their teaching. Data on pre-cycle student learning outcomes are shown in Figure 1.

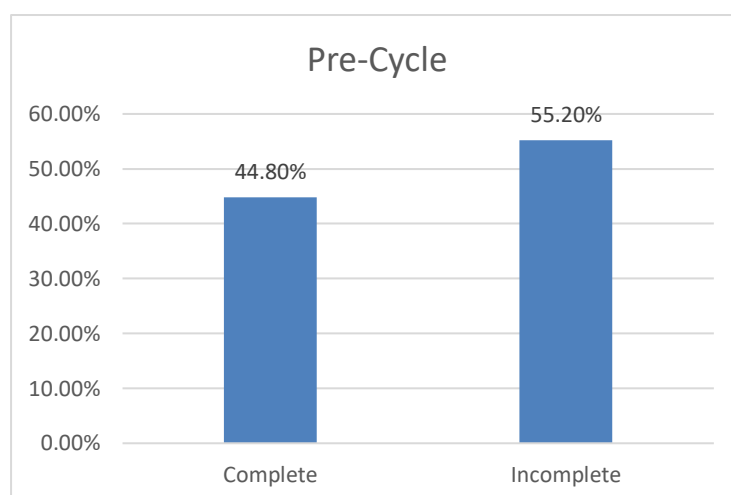


Figure 1. Percentage of completeness and inadequacy of students' social study learning outcomes.

Cycle 1

In cycle 1, STAD type cooperative learning and the use of visual learning media are used. Cycle 1 data shows that out of 29 students, seven students (24.14%) have not reached the minimum learning completeness, and 18 students (75.86%) have achieved the minimum learning completeness. While observations on the teaching performance of teachers by 83%. Data on student learning outcomes and observations on the teaching actions of the first cycle teacher are shown in Figure 2.

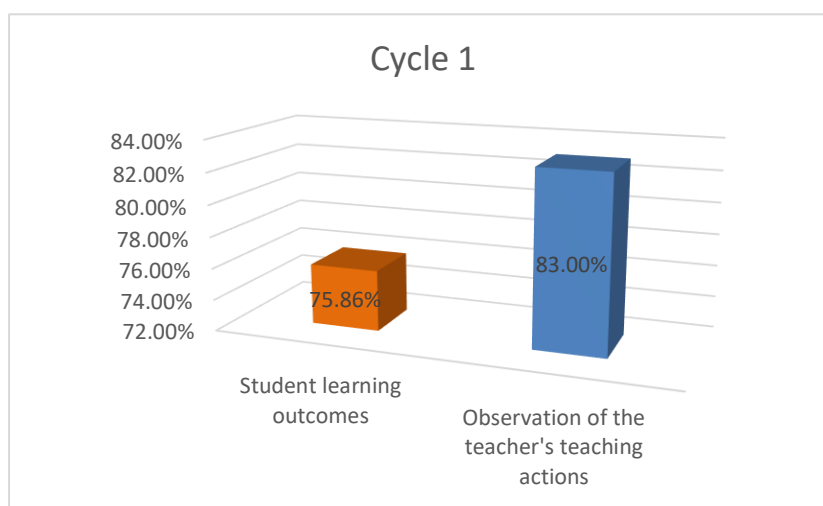


Figure 2. Data on student learning outcomes and observations about the teaching actions of teachers in cycle 1

Cycle 2

Cycle 2 data shows that of 29 students, 27 people (93.10%) have achieved minimum learning completeness, and 2 people (6.90%) have not reached minimum learning completeness. While observations on the teaching performance of teachers have shown 100% completeness. Data on student learning outcomes and observations on the second cycle of teacher teaching actions are shown in Figure 3.

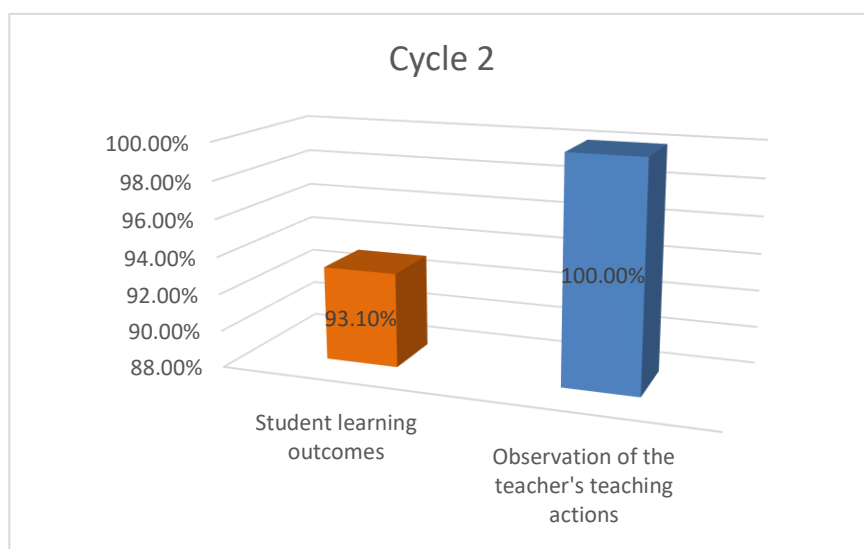


Figure 3. Data on student learning outcomes and observations about the teaching actions of teachers in cycle 2.

Research data on student learning outcomes in the pre-cycle, cycle 1, and cycle 2, showed an increase. In the pre-cycle, students who achieved a score of <60 were 27.59%, students who achieved a score of 60-69 were 27.59%, students who achieved a score of 70-84 were 34.48% and students who achieved a score of 85-100 10, 34%.

In cycle 1, students who score <60 are 13.79%, students who score 60-69 are 10.34%, students who score 70-85 are 62.07%, and students who score 85-100 as much as 13.79%.

While in cycle 2, students who achieved a score of <60 were 6.90%, students who achieved a score of 60-69 were 6.90%, students who achieved a score of 70-85 were 48.28%, and students who achieved a score of 85-100 as much as 37.93%. Data on the results of observations of the teaching actions of teachers, and data on student learning outcomes pre-cycle, cycle 1, and cycle 2 are shown in table 1.

Table 1. Observation results on teacher teaching actions, and student learning outcomes in pre-cycle, cycle 1, and cycle 2

No	Category	Pre-cycle		Cycle I		Cycle II	
		Student	Observation	Student	Observation	Student	Observation
1	Complete	44.8%	0,00%	75.86%	83.00%	93.10%	100%
2	Incomplete	55.2%	0,00%	24.14%	17.00%	6.9%	0.00%

CONCLUSION

Based on student learning outcomes data in the pre-cycle, students who have achieved a minimum learning completeness of 13 people with a percentage of 44.8%, and students who have not achieved a minimum learning completeness of 16 people with a percentage of 55.2%. In cycle 2, students who had reached the minimum mastery learning increased significantly to 22 people with a percentage of 75.86%, and students who had not reached the minimum learning completeness were 7 people with a percentage of 24.14%. Cycle 2 data shows that students who have achieved a minimum

learning completeness are 27 people with a percentage of 93.10%, and students who have not achieved a minimum learning completeness of 2 people with a percentage of 6.90%.

The results of this investigation show that the use of STAD type cooperative learning models and audiovisual learning media is proven to be able to improve social study learning outcomes of second-grade elementary school students in the role unit of family members.

The research has also shown that the use of the STAD type cooperative learning model has been shown to increase student enthusiasm in discussions through small groups where students share knowledge in groups. Furthermore, this study has identified STAD proven capable of developing important social skills of elementary school students.

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