

**EFEKTIVITAS STRATEGI COOPERATIVE LEARNING TIPE (STAD)
TERHADAP PENINGKATAN MOTIVASI BELAJAR SISWA PADA
PEMBELAJARAN IPA KELAS VI DI MI SALAFIYAH SYAFI'YAH I
KLINTERJO SOOKO**

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ABSTRACT

This research discusses the implementation of student teams achievement division (STAD) cooperative learning strategies in increasing student learning motivation in learning class VI at MI Salafiyah Syafi'iyah I Klinterjo sooko. The purpose of this study is to find out how the effectiveness of IPA learning by using student teams achievement division (STAD) cooperative learning strategies to increase learners' learning motivation and know the response of learners to the implementation of student teams achievement division (STAD) type cooperative learning strategies. This study uses descriptive quantitative methods, with the research subjects of class VI MI Salafiyah Syafi'iyah I Klinterjo Sooko students for the 2021/2022 school year with a total of 33 students consisting of 15 female learners and 18 male learners. The design of this research is to use cooperative learning strategies for student teams achievement division (STAD) type and data collection with questionnaire techniques.

The results showed that there was an increase in learning motivation in the learning of IPA students of class VI MI Salafiyah Syafi'iyah I Klinterjo sooko, with a cooperative learning strategy type Student Teams Achievement Division (STAD). This result is evidenced by the motivation of learning learners have increased from stage I to stage II. In stage I of the spread of the questionnaire test obtained an average score of 57.6 and stage II 75.2. So for cooperative learning strategies, STAD type learning is very effective to increase learners' learning motivation.

Keywords: STAD Type Cooperative Learning Strategy, Learning Motivation, IPA Learning

INTRODUCTION

The quality of Indonesian education is currently still not as expected compared to developed countries. Assistant Director General for education from The United Nations, Educational, Scientific and Cultural Organization (UNESCO), Qian Tang, at the launch of the Global Education Monitoring (GEM) Report 2016 in Jakarta stated, "The education quality gap is still an obstacle for many countries, especially Indonesia". According to data from UNESCO in 2015 education in Indonesia ranked tenth out of fourteen developing countries. From the explanation of UNESCO data shows that the country of Indonesia is already lagging far behind other developing countries. In an effort to improve the quality of education of a

nation can be done through improving the quality of education. The United Nations through UNESCO institutions (United Nations, Educational Scientific and Cultural Organization) engaged in education, knowledge and culture launched four pillars of education, namely: (1) learning to know (learning to know), (2) learning to do (learning to skillfully do things), (3) learning to be (learning to be a person), (4) learning to live together (learning to live life together). From the explanation of the four pillars can synergize to form and build an educational mindset in Indonesia to be even better. To help the quality of education in Indonesia next, namely by improving the quality and skills of teachers with this is expected to change the quality of education in Indonesia to be better than before.

The role of teachers in general is as an educational task including educating, teaching, and training. The role of teachers in carrying out their duties in school must be able to establish themselves as second parents and be able to attract the sympathy of students so that any lessons given should be a motivation for their learners in teaching (Usman Amiruddin, 2013: 3). In this case, teachers must have the ability to convey learning well and interestingly so that students are enthusiastic in following the teaching and learning process and forming students who have high motivation in learning. In addition, teachers must also strive for changes in their nature, personality, skills, social relationships and so on through the teaching they provide. To increase the motivation of teacher learners must be able to master learning and have extensive knowledge and be able to master good and correct models, methods, strategies, and teaching techniques..

Motivation is the stimulant of one's desire and driving force of one's will to work because each motive has a certain goal that Hasibun wants to achieve in (Sutrisno, 2017). It can be concluded that motivation is an impulse that makes a person do the job he wants willingly without feeling forced, it is the duty of a teacher to increase the motivation of learners in learning. The learning phenomenon that occurs so far learners have not been actively involved in the learning process, where in the classroom only active teachers learners are only silent and listen to the explanation of the material delivered by the teacher and then copy what the teacher wrote on the board. This results in learners feeling bored and unmotivated to learn.

Boring learning certainly cannot develop the potential of learners, teachers must be able to create a pleasant learning atmosphere and can motivate learners to develop their potential and provide opportunities for learners to be creative.

At the beginning of learning that has begun to be active again in MI Salafiyah Syafi'iyah since the pandemic precisely at the beginning of the government's policy for social restrictions (PPKM) on July 3, 2021 by implementing rolling classes so that there are no crowds and unwanted things happen. This class rolling method is considered the most appropriate method to carry out the teaching and learning process face-to-face, starting from 06.00-12.00 alternate classes. The principal of MI Salafiyah Syafi'iyah, Hanifah S.Pd's mother, reapplied face-to-face learning where the average other school is still implementing the online learning process because of the insistence of the parents of students who want the learning process face-to-face and feel that learning at home is ineffective. Teachers are more required to restore the motivation of students to get used to following the face-to-face teaching and learning process, of course it is very

difficult for learners to restore learning motivation. Efforts to increase student motivation start from the teacher's ability to create an interesting learning atmosphere and have good teaching skills. Teachers' teaching skills can be measured through eight indicators including:

- (1) skills to open lessons (induction set),
- (2) explaining skills,
- (3) skills to close the lesson (clouser),
- (4) questioning skills,
- (5) skills provide reinforcement,
- (6) the skill of doing variation (stimulus variation),
- (7) demonstration skills,
- (8) skills using blackboard. (Rasto,2015).

Teachers need to have good teaching skills and be able to master learning materials, learning materials delivered by teachers are not necessarily acceptable to students if not delivered correctly. Therefore, to achieve the learning goals of the teacher needs to design one of the learning strategies that are in accordance with the lesson to be able to achieve the desired learning goals.

Learning strategy is an action plan (series of actions), including the use of methods and utilization of various resources / forces in learning (Masitoh & Laksmi Dewi, 2009: 37). In the learning process there are various strategies that can be used. One of them is the use of cooperative learning strategies.

Cooperative learning strategy is a learning strategy that conditioned students to work together in small groups to help each other in learning (Masitoh & Laksmi Dewi, 2009: 232). The implementation of cooperative learning strategies is not only left to the group, but how each learner is able to have the responsibility to be able to complete together in one group. The goal in the learning process is a change from the initial teacher centered learning to student centered.

IPA (Natural Sciences) subjects are subjects related to how to find out about nature systematically so that IPA is not only a mastery of knowledge groups in the form of facts, concepts, or principles but also a process of discovery (Trianto, 2014: 153). IPA learning at Madrasah Ibtidaiyah (MI) is important for students because it is a fundamental provision in studying SCIENCE to a higher level of education. The scope of IPA subjects in MI includes rote knowledge that must be known and understood by students, this makes students feel difficult about IPA subject matter, therefore teachers are required to guide learners and motivate students to be able to understand and be more interested in IPA lessons. In order for students to understand the material provided by the teacher, of course, students must go through a thought process that can be observed through the activities of learners in learning. For example, through exchanging information, asking questions, answering questions, working in groups and discussing.

Based on observations and interviews with class VI teachers at MI Salafiyah Syafi'iyah Klinterjo at the time of implementing PPL on September 16, 2021 with Mr. Sutrisno S.Pd as the class guardian, that class VI teachers have not implemented a suitable learning strategy on IPA learning. Class VI teachers usually only do the lecture method and tell students to rewrite the IPA learning in the LKS book. This causes students to feel bored and not interested in learning SCIENCE so that students' learning motivation is less (initial observation of research, September 16, 2021). Based on this background, then researchers felt interested in making a study with the title "Effectiveness of Cooperative Learning Strategy Type STAD Against Increasing Student Learning Motivation in Class VI IPA Learning at MI Salafiyah Syafi'iyah I Klinterjo Sooko".

RESEARCH METHODS

The research design utilized in this study is a descriptive quantitative method because it uses numbers, ranging from data collection, interpretation of the data, and the appearance of the results. And described in deductions that depart from general theories, then with observations to test the validity of the efficacy of the theory is drawn conclusions. Then it is described descriptively, because the results will be directed to describe the data obtained and to answer the formulation. Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know (Kasiram, 2008: 149).

RESULTS AND DISCUSSIONS

The first step taken by researchers in the implementation of this study, namely testing the validity of STAD-type cooperative learning strategy learning devices and on questionnaire instruments that will be used in research. Before carrying out the implementation of learning by implementing a cooperative STAD-type learning strategy, researchers conduct a test of the validity of the learning device to the validator. The results of the learning device validity test include RPP with an average score of 3.3, a syllabus of 3.5, and a questionnaire test of 3.5 with valid and suitable categories of use.

The next step in this study is to test the practicality of the device. Researchers were assisted by class VI guardians and one fellow researcher to observe and assess the researcher's performance during learning through an assessment sheet of learning steps. The results of the device practicality test using the STAD-type cooperative learning strategy obtained an average of 3.5 in the practical and feasible category. After implementing the STAD-type cooperative learning strategy to find out the motivation of learning learners, researchers conducted the spread of questionnaire tests in stage I and stage II to better know the results of increasing student learning motivation. From the results of the learning motivation questionnaire, learners in stage I of learning using the STAD type cooperative learning strategy obtained an average score from the questionnaire test answer of 57.6 researchers wanted to increase the motivation of learners by

implementing a cooperative learning strategy type STAD in stage II to obtain more improved results.

From the results of the learning motivation questionnaire, phase II learners obtained an average score of 75.2. The results showed that at the spread of the stage II questionnaire test the increase in motivation had improved better. Based on the observations of the above researchers showed that learning using cooperative learning strategies type STAD in stage I and stage II has improved. In every stage of learning there has been an increase in the motivation of learners' learning. Through the results of this study shows that IPA learning using STAD-type cooperative learning strategies has a very positive impact in increasing student learning motivation. Meanwhile, before carrying out this research, the motivation of learning learners is still low and after the implementation of cooperative learning strategies phase I and phase II the motivation of learners increases. This can be seen from the bar diagram below:

Gbr. 1 Nilai Rata-rata Motivasi Belajar

From the results of IPA learning activities through the STAD type cooperative learning strategy in stage I of the spread of questionnaires obtained an average score of 57.6 with the level of learning motivation still lacking, therefore, the spread of questionnaire tests was carried out in stage II after the end of the teaching and learning process with an average score of 75.2. This shows that in stage I to stage II has experienced an increase in the motivation to learn better learners.

In addition, efforts to increase student motivation in this study were also carried out by providing external stimuli in the form of promising rewards to the team with the highest score at each end of learning. The rewarding of each learning aims to make students more motivated because they can appreciate and mark appreciation from teachers for their learning outcomes. This is in accordance with the opinion of Sardiman (2010) who revealed that one way to grow the motivation to achieve is to give gifts. Gift giving can increase the motivation of learners' learning, so that with the motivation of achievement, the learning achievements of learners will also increase. Based on the description, it can be concluded that after the implementation of the STAD type cooperative learning learning strategy, there was an increase in the motivation of class VI learners in MI Salafiyah Syafi'iyah I Klinterjo. This is in accordance with what was said by Mr. Sutrisno, S.Pd as the guardian of class VI at the interview time after the trial of implementing the STAD type cooperative learning strategy. He said the STAD type cooperative learning strategy is suitable to be applied because it increases the motivation of students' learning compared to manual methods such as lectures and Q&A that have been still applied by teachers at MI Salafiyah Syafi'iyah I Klinterjo. So for cooperative learning strategies, STAD type learning is very effective to increase learners' learning motivation and learning device feasibility tests get very valid results from validators.

CONCLUSIONS

Based on the results of the research and discussions that have been put forward in the previous chapter IV, researchers can conclude the results of the study as follows:

1. The validity of STAD-type cooperative learning strategy learning tools that include Learning Implementation Plan (RPP), Learning Syllabus, and Questionnaire Test based on validator research results are worth using with an average score, namely:

- 1) RPP 3.3 (V),
- 2) Learning Syllabus 3.5 (SV),
- 3) Questionnaire Test 3.5 (SV).

2. The practicality of learning devices by implementing STAD-type cooperative learning strategies can be seen from the results of the analysis of learning implementation observations, namely an average score of 3.5 categories "Very Practical". From the results of these observations show that the Learning Implementation Plan (RPP) can be carried out properly. This shows that teachers are able to manage the learning process using STAD-type cooperative learning strategies.

3. Student learning motivation in IPA learning with cooperative learning strategy type STAD has increased from stage I to stage II. In stage I of the spread of the questionnaire test obtained an average score of 57.6 and stage II 75.2. So for cooperative learning strategies, STAD type learning is very effective to increase learners' learning motivation.

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