

The Student Team Achievement Division Cooperative Learning for Students: Application of Mandarin Language

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ABSTRACT

This study aims to know the development of comprehension on students' learning and students' learning activities on the application of Mandarin language after applying the cooperative learning model of the Student Team Achievement Division toward students. This research was a classroom action research in two cycles. The data was processed by being described as a percentage using the minimum completeness criteria (KKM) reference. The results of the study show; 1) students' understanding increases by applying the cooperative learning model of the student team achievement division in Formative I and Formative II showing an average of 68 and 82, from the data it shows the complete compliance of KKM by the classical completeness of 46% and 86% or the classical completeness achieved at Cycle II with an increase in the classical completeness by 40%; 2) the student learning activities are increased by applying the cooperative learning model of student team achievement division in Cycle I, including writing and reading 37%, working on 33% LKS, asking fellow friends 17%, asking teachers 7%, and the non-activity teaching learning 6%. Meanwhile, the Cycle II includes writing and reading 36%, working on LKS 36%, asking fellow friends 21%, asking the teacher 4%, and which is not relevant to those that are not relevant to teaching and learning activities 3%.

1. INTRODUCTION

Nowadays the nation's welfare is not only based on natural resources and physical capital, but also on intellectual capital, capital and trust (credibility). Thus, to grow the nature of independent culture becomes an agreement. The development of the Chinese Language curriculum responds positively to various developments in information, knowledge, technology and decentralization assistance. It improves the relevance of the Chinese language learning program with local conditions and needs. The survival skills, social mastery, economic, cultural and moral principles foster a strong generation and are able to communicate in Mandarin.

However, this learning goal has not been achieved properly, including in students. In learning Mandarin, some students cannot master the material thoroughly.

The classical completeness has not been achieved, so it is also related to the weak application of understanding Mandarin in the daily lives of the students. Currently, the emphasis in learning Mandarin Language still depends on the lecture method, question and answer, and discussion. The lecture method is still an option in the delivery of material because in reality applying learning oriented to student activities (student-centered) is still difficult, so students tend to be bored, and less eager to learn. This is due to the limited availability of tools and learning resources and the limited ability of teachers to vary learning models. As a result, the quality of learning is decreased, and causes the worse student learning outcomes. In learning Mandarin, some students cannot master the material thoroughly. Previous daily test data found results with an average score of only 62 from KKM of 75, meanwhile the number of students who completed their study was only 72%. The classical completeness has not yet been achieved, resulting in the weak application of understanding Mandarin in the daily lives of students

which are reflected in their behavior. The question and answer method is less effective because only certain students are active and willing to answer the questions given, so that there is a gap between the students. Besides, the method of discussion does not present the whole topics. Only the problematic matter can be discussed. A deep discussion requires a lot of time, it is difficult to determine the extent or depth of a discussion. Usually, not all students dare to express their opinions, so the time will be wasted because they wait for students to express their opinions. The discussion may be dominated by students who are brave and accustomed to speaking. Shy and quiet students will not use the opportunity to speak, and allow the arising of hostility between groups or consider their own group to be smarter and more versatile than other groups or consider other groups as rivals, inferior, trivial, or more stupid.

The efforts to improve learning process have been carried out by researchers as Mandarin teachers by applying several variations of learning models. In fact, the implementation of student's activity-oriented learning is not easy. The ability of researchers and the availability of teaching materials are still limited. To give variation and improve the application of learning models, the relevant model to learning Mandarin will be applied, namely cooperative learning models. Slavin (2008: 4) says that a cooperative learning refers to a variety of teaching methods where students work in small groups to help each other in learning subject matter. In cooperative classrooms, students are expected to help each other, discuss and argue with each other, to sharpen the knowledge they have mastered at the time, and close the gaps in their comprehension. So, the difference of discussion is the interdependence between students to understand the subject matter rather than just exchanging information or maintaining their opinions.

Ibrahim (2006: 6), in more detail, states that most learning that uses cooperative learning models have the following characteristics (1) Students learn in groups cooperatively to complete their learning material. (2) Groups are formed from students who have high, medium and low abilities. (3) If it is possible, group members come from different races, cultures, ethnicities and sexes. (4) The awards are more oriented to groups than individuals. So that the heterogeneity of students in groups is a must.

In order the group relations give a positive influence, they must seek an atmosphere of mutual ownership, mutual acceptance, mutual assistance and mutual care for one another. Lie (2008: 31) argues that there are five elements of cooperative learning that must be applied namely positive interdependence, individual responsibility, face to face, communication between members, and group process evaluation.

One of the simplest variants of cooperative learning models is the cooperative learning model of Student Team Achievement Division (STAD). The STAD cooperative learning type is applied to classify different abilities so as to enable an interaction between the teacher and students and between students and students actively so that students who are smart will be expected to help students who are less intelligent because in STAD students must have individual and group responsibilities so that will improve the quality of learning and improve learning outcomes. The individual responsibility arises as a result of self-assessment is a group assessment and the contrary. In this model, students have two forms of learning responsibilities. These are learning for themselves and helping fellow group members to learn (Rusman, 2011: 203). This model also trains the students in developing aspects of social skills instead of the cognitive skills (Isjoni, 2010: 72). Meanwhile, the role of the teacher also becomes more active and more focused as a facilitator, mediator, motivator and evaluator (Isjoni, 2010: 62).

2. METHODOLOGY

A. Type and Design of Research

According to Lewin in Aqib (2007: 21), he stated one cycle consists of four steps, these are planning (planning), action (acting), observation (observing) and reflection (reflecting).

B. Technique of Data Analysis

Test results data were analyzed using minimum completeness criteria (KKM) to obtain the percentage of students completed. The percentage of students completes compared to the indicators of research success.

C. Success Indicator

The success of this research is achieved if the individual student scores reach the Mandarin Language KKM set by the school at 75 and in classical terms $\geq 85\%$ of students reach the KKM.

3. RESULTS

The research data obtained in the form of the observational data by observing the management of the complete teaching model and observing the activities of students and teachers at the end of learning, and test data on student learning outcomes in each cycle. The data sheet observations were taken from two observations, namely the formative data to determine the effect of the application of a complete teaching model in improving student mastery learning and student activity observation data.

Learning outcomes test data to determine the increase in student learning achievement was taken after the teaching and learning process was applied by applying the cooperative teaching model of *the student team achievement division*. Before the KMB Cycle I, it was carried out the results of the test as a Pre-cycle test. Referring to the attachment of Pre-cycle test data shows the lowest value of students is 25, while the highest value is 50. The average of 35, while the KKM is 75, no student gets a complete

score or the classical completeness of 0%. Thus, the ability of students in the Pre-cycle test is very low.

1. Cycle I

a. Planning Stage

At this stage, the researcher prepares learning devices consisting of RPP 1 and 2, formative questions 1 and supporting teaching tools. In addition, students' activity observation sheets were also prepared. All devices were obtained from discussions between researchers and peer teachers.

b. Observation Stage I

- Student Learning Activity Data

At the observation stage, the researcher makes observations during the activity with the help of two teachers to observe student activities during the learning process by using the observation sheet of student activities. From the results of observations of student activities, the activity data obtained are presented in Table 1.

Table1. The Student Cycle Learning Activity Score I

No	Activities	Proportion
1	Writing and reading	37%
2	Doing LKS tasks	33%
3	Asking to Friends	17%
4	Asking to teacher	7%
5	Irrelevant	6%
Total		100%

- Student Learning Data

At the end of the teaching and learning process, the students are given a formative test I to determine the

level of success of students in the teaching and learning process. The research data in Cycle I are presented in Table 2.

Table2. The Description of Formative Data I

Values	Frequency	Completeness	Average
90	2	5%	68
80	15	41%	
70	5	-	
60	5	-	
50	10	-	
Total	37	46%	

According to Table 2 above, it can be explained that by applying the STAD type cooperative learning model, the average student achievement score is 68, with the lowest value 50 and the highest 90. the

KKM is set at 75 so learning completeness is 46% or only 17 students from 37 students have finished studying. These results indicate that in Cycle I classically students have not yet finished learning,

because students who get a value of ≥ 75 are only 46% smaller than the percentage of completeness desired that is equal to 85%. So, Cycle I still fails to improve the activities and completeness of student understanding.

c. Reflection Stage I

In Cycle I, the student learning completeness has not been achieved because during the observation of student activities in Cycle I, there are some disadvantages, namely:

1. Student cooperation in groups is still not optimal, there are still many students who are passive. They do look like working, but actually only a small percentage of them work, others only depend on their friends. This is caused by the low sense of responsibility's student for the assignment given. It is seen from the dominant writing and reading activities (38%) supported by research documentation that shows students write and read a lot.
2. Some students in the group are still confused in responding to the new learning path so the discussion is not focused and there is no cooperative atmosphere.
3. Some students do irrelevant activities to teaching and learning activities

2. Cycle II

a. Planning Stage Cycle II is planned together with Cycle I only refers to reflection Cycle I, then

corrective actions are taken. In Cycle II, a questionnaire for student responses was also prepared in addition to the same level in Cycle I planning. All devices were also arranged in discussions between researchers and research supervisors. The solution to the actions planned for the implementation of Cycle II from the results of the reflection above include:

1. The teacher gives a warning so that each student expresses his opinion during group work. For students who do not express their opinions during group work, the value will be reduced.
2. The stage of discussion is modified by exchanging ideas between one group and another group. This is intended to enrich ideas (often the emergence of ideas) in groups.
3. To help students come up with ideas and focus in discussions, the teacher sets up a media focus that students can observe during the discussion.

b. Observation stage

The data on student learning activities

At the observation stage, the researcher makes observations during the activity with the help of two teachers to observe student activities during the learning process by using the observation sheet of student activities. From the results of observations of student activities, the activity data obtained are presented in Table 3.

Table 3. The Student Cycle Learning Activity Score II

No	Activities	Proportion
1	Writing and reading	36%
2	Doing LKSTasks	36%
3	Asking to friends	21%
4	Asking to teachers	4%
5	Irrelevant	3%
Total		100%

• Students Learning Result Data
The Improvement of student learning activities also has an impact on student comprehension. At the end

of the second cycle, a learning outcome test was given as Formative II with a total of 10 items. The Formative Data II is presented in table 4.

Table 4. The Description of Formative Data II

Value	Frequency	Completeness	Average
100	3	8%	82
90	8	22%	
80	21	57%	
70	3	-	
60	2	-	
Total	37	86%	

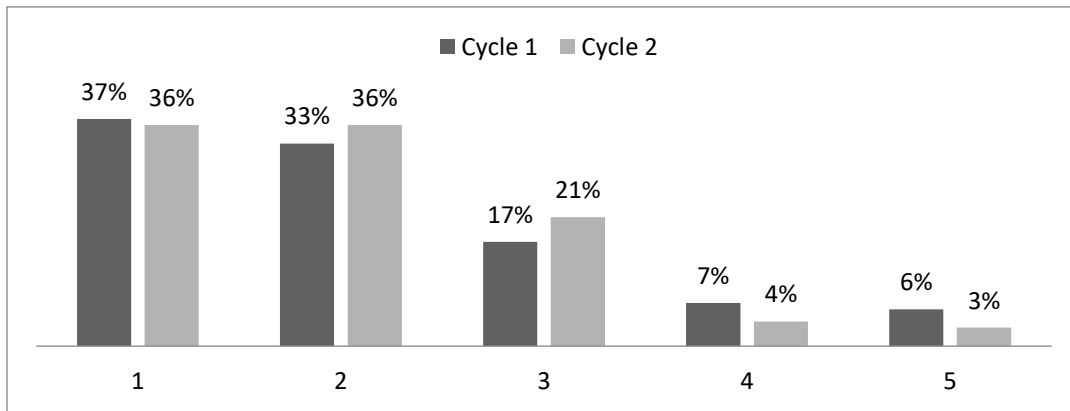
According to table 4, the average test score is 82 and from 37 students who have completed 32 students and five students have not achieved mastery learning. Then classically the learning completeness that has been achieved is 86% (including the complete category). The results of this second cycle showed an increase in appreciation of students from Cycle I. The increase in appreciation of students in Cycle II was influenced by an increase in the quality of learning in implementing cooperative learning models of the student team achievement division, so students became more familiar with learning like this, so students were easier in understanding the material

that has been given. In Cycle II, the classical completeness has increased and has been achieved, so this study only reached Cycle II.

c. Reflection Stage II

Some things noted in the reflection of Cycle II learning are follows:

i. Students start acting in discussions by showing the results of observation of learning activities that are slightly better than in Cycle I. The increase in student activity is presented in Figure 1.



Note:

1. Writing and reading
2. Doing LKS Tasks
3. Asking Friends
4. Asking Teachers
5. Irrelevant

Figure 1. The Student Activity Chart, Cycle I and Cycle II

i. The completeness of student learning outcomes increased from 58% or failed to 86% or in a successful logic. The

overall improvement in student learning outcomes is presented in Figure 2.

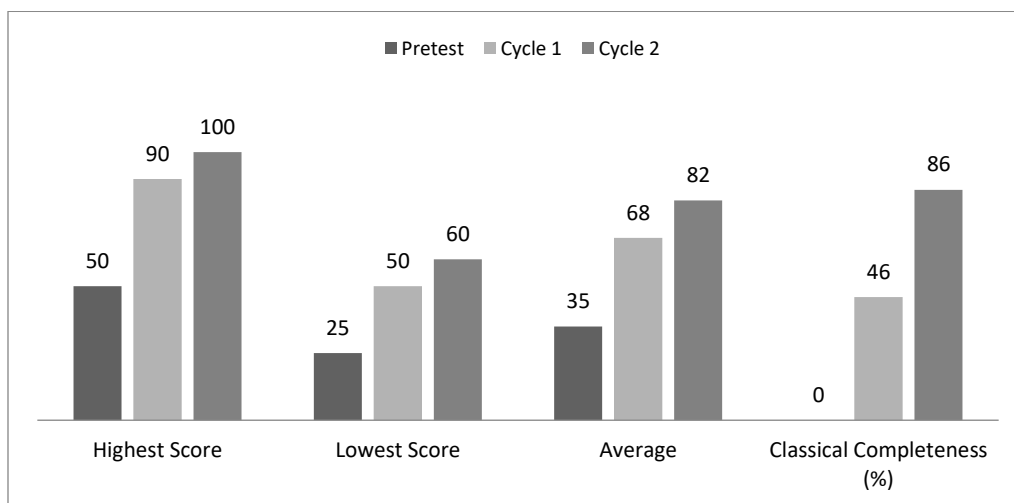


Figure 2. The Changing Chart of Student's Comprehension in Each Cycle

ii. Students are used to express their opinions seen from research documentation and student learning activities where discussion activities increase and reach dominant, meaning the provision of tutorials by friends in groups is quite helpful in triggering students' ability to express their opinions.

On the cycle II, the teacher has implemented a cooperative learning model with the type of student team achievement division well and seen from the activities of the students and the learning outcomes of students implementing the teaching and learning process has gone well. So no revision is needed too much, but what needs to be considered for the next action is to maximize and maintain what already exists, so that the implementation of the teaching and learning process then the implementation of the cooperative learning model of the student team achievement division can improve the learning process so that the learning objectives can be achieved.

4. DISCUSSION

According to Figure 1, the improving quality of learning activities is indicated by changes in Cycle I activities to Cycle II. The average writing and reading activity changes from the proportion of 37% to 36%. The working activities in the discussion rose from 33% to 36%. The activity of asking friends rose from 17% to 21%. The activity of asking teachers fell from 7% to 4%. And the irrelevant activities to KBM fall from 6% to 3%. These values indicate that the activity of students in Cycle II is better than in Cycle I, even though there are no changes in individual activities such as writing and reading occur in Cycle II, but work activities experience a slight increase.

The dependence of students on teachers decreases with the decline in the activity of asking questions to the teacher offset by the increase in positive dependence among students with the increased activity of asking fellow students. The conclusion is reinforced by the finding that the irrelevant KBM in Cycle II shrank slightly from Cycle I.

According to Figure 2, it can be seen that the average value before the application of the cooperative learning model of the student steam achievement division is in the form of a pretest value of 35 with learning completeness achieved 0%, meanwhile after the application of cooperative learning models of student team achievement division, the grades of students has increased. Based on the results of the tests in Cycle I, the average value of learning outcomes achieved by students is 68 with a percentage of 46%, for the average value of learning outcomes and the percentage of classical completeness achieved has not reached the established success indicators because there are still many students under minimum completeness criteria. After Cycle II was done, the student learning outcomes according to Formative II were an average of 82 with classical completeness and reached 86%, because the above average value of KKM is 75 and classical completeness has reached 85%. Then Cycle II actions can be said to successfully improve student learning outcomes up to the specified completeness criteria. In Cycle I, the student learning completeness has not been achieved because during the observation of student activities in Cycle I, there are still some disadvantages, namely: The student cooperation in groups is still not optimal, there are still many students who are passive. They do look like working,

but actually only a small percentage of them work, others only depend on their friends. This is because students lack the sense of responsibility for the assignment given. It can be seen from the dominant writing and reading activities of 38% supported by research documentation that shows students write and read a lot. Some students in the group are still confused in responding to the new learning path so the discussion is not focused and there is no cooperative atmosphere. Some students do irrelevant activities to teaching and learning activities.

Therefore, the solution on the implementation of Cycle II from the results of the reflection above includes: The teacher gives a warning so that each student expresses his opinion during group work. For students who do not express their opinions during group work, the value will be reduced. The discussion stage is modified by exchanging ideas between one group and another group. This is intended to enrich ideas (often the emergence of ideas) in groups. To help students bring up ideas and focus in discussions, the teacher installs in-focus media that students can observe during the discussion.

So that, during the observation of the activities of the Cycle II students, the assessment of the learning outcomes test (cognitive domain), and observations on the implementation of the cooperative learning model of the Cycle II student team achievement division, there were no visible improvements, students who made noise in Cycle II the teacher can handle it well, student learning outcomes have shown improvement and all students are said to be complete. In a whole, all aspects of learning outcomes have increased from Cycle I to Cycle II, because the implementation process in Cycle II has been able to achieve the results of the expected learning and has been able to answer the formulation of the problem in this study, the next cycle is not held. Learning using cooperative model learning of the student team achievement division type has advantages compared to conventional learning. In cooperative model learning of the student team achievement division type can stimulate students to be active in the teaching and learning process. The cooperative learning model of the student team achievement division can improve student learning activities, train the application of Christian values in the interaction of fellow students, and stimulate students' ability to think, So, as to make students more motivated to learn because students are invited to be directly

involved. As a mediator, the teacher takes three roles, namely functioning as a facilitator, model and trainer. As a facilitator, the teacher creates a rich environment and creativity, to help students build their knowledge. In order to carry out this role, there are three things that must be done. First, regulate the physical environment, including the arrangement of the layout of furniture in the room as well as the supply of various resources and equipment that can help students' teaching and learning process. Second, provide a social environment that supports student learning processes, such as heterogeneous grouping of students and inviting students to develop social structures that encourage the emergence of appropriate behaviors for graduating between students, thirdly, the teacher gives the task of provoking interaction between students and the surrounding physical and social environment. In this case, the teacher must be able to motivate the child. The impact is that the interaction between students is very good and is able to attune to good behavior in dealing with group friends.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

The conclusions from the application of the cooperative learning model of the student team achievement division during the teaching and learning activities are as follows:

1. Students' comprehension increases by applying the cooperative learning model of the student team achievement division in Formative I and Formative II showing an average of 68 and 82, from these data, it shows complete compliance with KKM with classical completeness of 46% and 86% or classical completeness achieved at Cycle II. An increase in classical completeness is 40%.
2. Student learning activities increase by applying cooperative learning model of the student team achievement division in Cycle I include writing, reading 37%, working on 33% LKS, asking fellow friends 17%, asking the teacher 7%, and which is not relevant to the activity teaching learning 6%. Meanwhile Cycle II includes writing and reading 36%, working on LKS 36%, asking fellow friends 21%, asking the teacher 4%, and which is not relevant to those that are not relevant to teaching and learning activities 3%.

5.2 Suggestion

The results of the analysis and recording at the time of the teaching and learning activities that applied the cooperative learning model of student team achievement division in the school were really useful in accordance with the research objectives. Seeing the conditions of learning outcomes and recording of learning activities and student responses when teachers learn can be suggested as follows:

1. Teachers in this learning should have more learning strategies than just providing information.
2. During group work the rules need to be informed to students in accordance with group goals, so that group goals can be achieved and can be seen in individualized learning outcomes tests.
3. Students are given the opportunity to find and apply their ideas, and the teacher should be a facilitator.

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