

The Efforts of Improving the Students' Learning Participation and Learning Outcomes in the IPS Subject Through a Student Team Achievement Division (STAD) Model Assisted by a Crossword Puzzle at Grade IX.A SMPN 1 Lembah Gumanti Solok Regency

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Abstract - This research was aimed at improving the students' learning participation and learning outcomes in the IPS Subject by using a cooperative learning model of the Student Team Achievement Division (STAD) type assisted by a Crossword Puzzle at grade IX.A SMPN 1 Lembah Gumanti. This type of research was a Classroom Action Research. The subject of the research was the students of grade IX.A consisting of 23 students. The data of this research were collected by using a research observation sheet to see the changes and the improvement in the students' learning participation in cycle I and cycle II. The tests were used to see the learning outcomes. Then, the data obtained were analyzed by using a percentage analysis.

The results of the research in the students' learning participation showed that the students learning participation in the pre-cycle was 43% and had an improvement in the first cycle reaching 70% on the mean score. Then, it has improved again in cycle 2 reaching 82% on the mean score. Furthermore, the result of the learning test to find out the students' learning outcomes showed that the mean score of the students' learning outcomes also improved. The mean score of the learning outcomes in the pre cycle was 36%, then after the action in cycle 1 improved to 81.82%. Then, in cycle 2 it improved again reaching 90.90% on the mean score. This means that based on the results of observations and learning tests that have been done it is known that the students' participation and learning outcomes in the IPS Subject using STAD type cooperative learning is much better than the previous cycle. The students' attention to the teacher's explanations is better and focused. The students are confident to ask question, to answer questions that are given individually by the teacher. Thus, it can be concluded that the use of the STAD model with a crossword puzzle in the IPS Subject at grade IX.A can improve the students' participation and learning outcomes.

Keywords - Participation, Learning Outcomes, Student Team Achievement Division (STAD) Models, Cross Puzzle.

I. INTRODUCTION

Education is one of the important sectors in the development of each country. The progress of a nation is not determined by the large population, but it is determined by the level of success of education. It can be said, the main challenge in the world of Indonesian education today and in the future is the ability to improve the quality of human

resources through education. Seeing the importance of education in shaping the quality of human resources, improving the quality of education needs to be carried out continuously to answer the changing times.

One of the Indonesian government's efforts to **improve** the quality of human resources through education was the issuance of Government Regulation No. 19 of 2005

concerning on the national education standards including content, process, graduate competency, educator and stakeholder, and assessment standards. To achieve this goal, learning activities are needed that can develop students' potential optimally so that they become human beings who are faithful, intelligent, knowledgeable, creative, independent and become fully Indonesian. Thus, that the learning process can be carried out interactively, inspirational, fun, challenging, and provide sufficient space for the initiative, creativity, and independence of students according to their talents, interests, and physical and psychological development.

In the teaching and learning process it is often found that the tendency of teacher activities is more dominant than the students' activities. The **dominance** of teachers in learning causes the tendency of students to be less participatory and passive, so they are waiting for the teacher's presentation rather than looking for and discovering for themselves the knowledge, skills or attitudes they need. It causes the students' participation and learning outcomes low.

The **IPS Subject** is one of the important subjects that exist in the level of elementary and junior high school education. The purpose of teaching the IPS Subject to the students is to train themselves in understanding the social phenomena that occur around them. Besides, they are also able to think critically and be able to solve simple problems that occur. However, in reality, many students feel bored and have difficulty in studying that subject.

From the researcher's observations in this subject's learning activities conducted by the IPS teachers at SMPN 1 Lembah Gumanti in Solok **Regency**, the **teachers** still use lecturing method and question and answer methods; they seldom use learning media, creative and innovative learning methods and models that can foster the students' learning interest.

The fact that the lack of teachers in using methods or models and media in the IPS Subject at SMPN 1 Lembah Gumanti in Solok Regency caused **the** students' learning participations and learning outcomes low. Besides, there is often a tendency for the teachers' **activities** to be more dominant than the students' activities in learning, causing students to be less participatory and passive and bored. The activities do not challenge them to critical thinking; they are waiting for the teacher's presentation rather than finding and discovering their own cognitive, psychomotor or affective that they need. The students are less courageous in putting forward opinions both in asking questions and in terms of

answering questions from their teachers or their friends. Some of the above factors cause low achievement of learning outcomes in the cognitive domain. To increase the participation and learning outcomes of social studies, the teacher should use models and media in the distribution and the opportunity for students to carry out activities.

From the results of interviews that researchers conducted with four IPS teachers and added with 5 teachers from the other subjects who taught at grade IX.A at SMPN 1 Lembah Gumanti, it can be concluded that the factors that caused the students' low participations and learning outcomes were most students only listen to and record the materials from the teacher; the students do not try to ask questions about the materials or things that they do not know to the teacher or their friends. In addition, in the learning process they are less interested in taking the IPS Subject. Low learning participation causes the students' learning outcomes in that subject low.

In addition, the **researcher** also interviewed 10 students, taken randomly, from the results of their answers. It can be concluded that the students' learning participation is also caused by several factors including: (1) the teacher often uses a lecturing method, (2) the teacher rarely uses learning media, (3) the teacher does not motivate the students in learning, (4) the subject matter is a lot of memorization, (5) the teacher does not provide the opportunity for students to ask questions, (6) the learning process is often dominated by the teacher.

The use of media, methods and models in learning that is not appropriate by the teacher makes the students feel bored, lazy to learn, and lack active participation in learning. They do not want to ask questions or have difficulty in answering the teachers' questions. When the teacher gives a structured task to do at home there is a specified time limit, there are 10 students who do not make the assignment, so as a result the students' learning outcomes low. Although the researcher has made efforts such as completing source books, using the media, and using discussion methods in learning to improve active participation, it turns out that the results of daily tests in the IPS subject at grade IX.A tend to obtain results that are still low or do not reach the Minimum completeness criterion (KKM) determined. The KKM for the IPS Subject that has been determined is 77, so that they have not achieved the classical completeness. Only after the repairs / remedial have been completed have new classics been reached, and even then carried out several times. Thus, it is necessary to add time after school.

Based on the above **phenomena**, the author strives to improve the students' activity in learning, so that they have the enthusiasm and encouragement to improve the IPS Subject's active participation and learning outcomes by using the STAD type cooperative learning strategy and model with a crossword puzzle media. In this case the role of the teacher in designing good learning is very important. The teacher must flexibly be able to choose the strategies and learning models that are appropriate with the material, the characteristics of the students and the expected goals.

Given the importance of the strategy or model and learning media used by the teacher in the teaching and learning process is one of the **determinants** of the level of success in learning. The teacher must be able to choose the creative and innovative learning methods and models in the learning so that the potential of students can develop optimally and become human beings who are faithful, intelligent, knowledgeable, creative, independent and fully Indonesian.

Based on the **description** above, the focus of this research is "The Efforts of Improving the Students' Learning Participation and Learning **Outcomes** in the IPS Subject Through a *Student Team Achievement Division* (STAD) Model Assisted by a Crossword Puzzle at Grade IX.A SMPN 1 Lembah Gumanti Solok Regency".

II. LITERATURE REVIEW

1. Learning Participation

Participation comes from English, namely "participation" which means taking part or participation. According to Moelyarto Tjokrowinoto (in B. Suryosubroto, 2009: 294) defines that participation is the involvement of mental and emotional as well as students' physical in providing initiatives to the activities launched by the organization and supporting the achievement of goals and responsibilities for their involvement.

Participation **can** change the implementation for the better by providing experience to encourage students to be active in the learning process. According to Rusman (2013: 323-324) states that participatory learning is learning that involves students in learning activities optimally. Participatory learning engages students in learning (student-centered) rather than teacher-centered (teacher-centered).

2. Learning Outcomes

Learning outcomes have an important role in the learning process. Learning outcomes obtained through a set

of tests and test results will provide what information has been mastered by students. Learning outcomes are related to student activities in the learning process. After **the** learning process takes place it is hoped that behavioral changes will occur both in terms of cognitive, affective and psychomotor. According to Sudjana (2010: 22) the results of learning are abilities possessed by students after they receive their learning experience. According to Patmonodewo (in Setiawan, 2011: 8), states that learning outcomes are abilities possessed by students after receiving learning experiences, and student learning outcomes in essence are behavioral changes.

3. STAD Type-Cooperative Learning Model

The Student Teams Achievement Divisions (STAD) learning model is one of cooperative learning that is a learning strategy that focuses on grouping students with different levels of an academic ability into small groups. Students are taught special skills to be **able** to work well together in their groups, such as explaining to group friends, respecting friends' opinions, discussing regularly, where students are good at helping friends who are weaker, and so on (Saptono, 2003: 32) .

STAD type-**cooperative** learning model is possible to help students each other to express their problems in learning and can train students to be more concerned with learning difficulties experienced by their friends. Students who have problems in learning the IPS Subject are expected to be well motivated. The existence of teacher's guidance and help from fellow friends will minimize the difficulty of learning social studies using blind maps, especially for students who have low cognitive abilities.

The main idea of the STAD type-cooperative learning model is to motivate students to be able to support and help one another in mastering **the** abilities taught by the teacher ". Furthermore, Slavin (2005: 26-28) suggests positive elements of cooperative learning: group goals, individual responsibility, equal chance of success, team competition, task specialization, and adaptation to needs.

4. Crossword Puzzle

Crossword Puzzle (TTS) or other languages *Crossword Puzzle* is a game with a rectangular shaped template consisting of squares in black and white, and equipped with 2 lanes: horizontal (a collection of boxes in the form of one row and several columns) and vertical (a collection of one column boxes and several lines). According to Rinaldi Munir (2005) Crossword Puzzle can also be interpreted as a

game where the empty spaces must be filled in the form of white boxes with letters that form a word based on the instructions or questions given. Instructions are usually divided into horizontal categories and decreases depending on the position of the words that must be filled, as Collins revealed, Crossword puzzles are puzzles where words are found by matching them with numbers and written in a boxes, Collins (2006).

According to Zaini et al. (2008: 71) states that a crossword puzzle can be used as good and enjoyable learning without losing the essence of ongoing learning, even learning with this can involve active student participation from the beginning. Rantika et al. (2015: 185) argue that crossword puzzles are one of the learning media that can be used for learning writing skills.

III. RESEARCH METHODS

The type of the research used was a Classroom Action Research (CAR) which in English PTK means Classroom Action Research abbreviated as **CAR**, which was a practical research intended to improve a classroom learning. The design of this research was Classroom Action (CAR) using the Kemis and MC models. Taggar in Supardi Suharjono (2011). Where in general there are four stages per cycle that will be carried out during the learning process: 1) Planning, 2) Implementation, 3) Observation, 4) Reflection. The research subjects were the 23 students of grade IX.A SMPN 1 Lembah Gumanti consisting of 9 men and 14 women with heterogeneous abilities. The data collection techniques used

in this research were observation, tests, questionnaires, field notes, interviews and documentation.

IV. RESEARCH RESULTS AND DISCUSSION

This research was a classroom action research conducted in 2 cycles. In each cycle there were 3 meetings with 1 time meeting 2 hours of lessons (1 hour consisting of 40 minutes). Before taking the action, the researcher did the pre-cycle first. The learning results in the pre cycle are used as a comparison of learning outcomes in the first cycle and second cycle. After the results of the pre cycle were seen, then the action was taken by using the STAD learning model to see the students' learning participation and learning outcomes.

1. Students' Learning Participation

From the pre-cycle activities it was seen that learning in the classroom was still carried out using conventional learning models and had not been able to make students actively participate in the learning activities because the learning was still a teacher-centered. After taking action using the STAD model assisted with crossword puzzle media on cycle 1, the students' participation began to improve. After completing the cycle 1, a reflection or identification of shortcomings or weaknesses of the action carried out in cycle 1 were carried out to be used as guidelines and references in cycle 2.

The **improvement** of the students' learning participation from the pre cycle, cycle 1 and cycle 2 can be seen in the following table:

Table 1: The Comparison of the Learning Participation from Pre Cycle, Cycle I, Cycle 2 at Grade IX.A SMPN 1 Lembah Gumanti, Solok Regency

No	Type of Student Participation (Indicator)	Mean		
		Pre Cycle %	Cycle 1 %	Cycle 2 %
1	Asking questions	34%	64%	75%
2	Answering	35%	57%	75%
3	Giving Opinions	43%	59%	77%
4	Presentating	38%	64%	75%
5	Discussing Actively	43%	70%	82%
6	Doing The Questions Actively	45%	69%	88%
7	Doing the Task	49%	89%	90%
8	Doing the Test	59%	91%	93%
	Mean	43%	70%	82%

Based on the table of observations above, it is clearly seen that there is an improvement in the students' learning participation in cycle I to cycle 2. The students' learning participation is said to be good if the score of each student's achievement in the **indicator** is above 50%. Before the action was taken, student participation was only 43%. Then, after taking action in cycle 1 using the STAD model, the students' participation became 70%. Then, in cycle 2 after reflection from cycle 1 there was an improvement in the students' participation which was 82%. The table above also shows that the most prominent aspect of the students' learning participation is individual work indicators while the lowest seen from cycle 1 to cycle 2 is the indicator answering questions from the teachers and friends.

2. Students' Learning Outcomes

Student learning outcomes after the STAD learning model is implemented according to the steps well in

addition to the actions of the teachers using the crossword puzzle media also shows a significant improvement. The learning outcomes referred to in this research are the results obtained through quizzes and daily tests. The results of the quizzes and the daily test results influence the success of the students in participating in learning. To see the completeness of the learning in cycle I and cycle 2, the calculation of the mean score of the quizzes was combined with the daily test scores. The quiz repetition weight was 30% and the daily remedial weight was 70%.

According to the results obtained, the students' learning outcomes of grade IX.A SMPN 1 Lembah Gumanti have achieved more **targets** than KKM, which was 77, while the facts obtained have been achieved; the mean score of the students was 90. For more details, see the following table

Table 2. The Comparison Distribution of the Students' Learning Outcomes Between Pre-cycles, Cycle I and Cycle 2

Information	Pre Cycle		Cycle I		Cycle2	
	Complete	Incomplete	Complete	Incomplete	Complete	Incomplete
Total	8	14	18	4	20	2
Percentage (%)	36%.	64%	81,82%	18,18 %	90,90%	9,09 %

Based on the table above it can be seen that there is an improvement in the students' learning outcomes in cycle 2 of the previous cycle. The number of the students who completed the pre cycle was 36% and got an improvement in the first cycle of 81.82%. Then, they had an improvement again in the second cycle, amounting to 90.90%. This means that the application of the STAD type cooperative learning model is able to improve the students' learning outcomes in the IPS Subject at grade IX.A SMPN 1 Lembah Gumanti Solok Regency.

V. CONCLUSION

Based on the **formulation** of the problem and the research objectives that have been stated, it can be concluded based on the findings and results of the research described previously, it can be concluded that learning participation and learning outcomes of grade IX.A SMPN 1 **Lembah** Gumanti by implementing the STAD type cooperative learning model have an improvement starting from the pre-cycle, cycle I to cycle 2. The results of the observation indicate that the students' learning participation

in the pre-cycle is 43% and have an improvement in the first cycle reaching 70% on the mean score and improve again in cycle 2 to be 82%. Then, the results of the learning test to find out the learning outcomes of the students showed that the mean score of the student learning outcomes also improved. The learning outcomes in the pre cycle are 36%. After the action is done in cycle 1 it is improved to be 81.82%, then in cycle 2 it is improved again to be 90.90% on the mean score.

This means that based on the results of observations and learning tests that have been done it is known that the participation and learning outcomes of the students in learning the IPS Subject using STAD type cooperative learning is much better than the previous cycle. The **students'** attention to the teacher's explanations is better and focused. The students are confident to ask questions, dare to answer questions that are given individually by the teacher. The students are more enthusiastic, disciplined, and responsible for completing group assignments and individual assignments. The results of the research in the first and second **cycles** found that the use of the STAD

model in the IPS Subject at grade IX.A led to improve the students' participation and learning outcomes.

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