

ABSTRAK

PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE STUDENT TEAM ACHIEVEMENT DIVISION (STAD) UNTUK MENINGKATKAN KEAKTIFAN DAN HASIL BELAJAR SISWA DI SMA MASEHI BERASTAGI

Oleh:
EGI OKTARI SUKATENDEL
NIM.7203142018

Penelitian ini bertujuan untuk meningkatkan Keaktifan Belajar dan Hasil Belajar Ekonomi kelas XI IPS di SMA Swasta Masehi Berastagi dengan Penerapan Model Pembelajaran Kooperatif Tipe *Student Teams Achievement Division* (STAD). Penelitian ini merupakan penelitian tindakan kelas (PTK) dengan subjek penelitian siswa kelas XI IPS 3 SMA Swasta Masehi Berastagi yang berjumlah 36 siswa. Penelitian ini dilaksanakan dalam dua siklus dan setiap siklusnya memiliki empat tahap yaitu: perencanaan (*plan*), tindakan (*act*), pengamatan (*observation*) dan refleksi (*reflect*). Teknik pengumpulan data yang digunakan adalah observasi partisipasi, dokumentasi, dan tes. Instrumen penelitian yang digunakan adalah lembar observasi, dan instrumen yang bersifat tes. Teknik analisis data dalam penelitian ini adalah deskriptif kuantitatif.

Berdasarkan data yang disajikan, Hasil Belajar Ekonomi siswa pada *post test* siklus I siswa yang sudah mencapai KKM adalah 8 siswa atau 22,22%. Peningkatan siswa yang mencapai KKM terus terjadi pada *pre test-post test* siklus II, yaitu 15 siswa atau 41,67% dan 31 siswa atau 86,11%. Hasil Belajar Ekonomi siswa dari *post test* siklus I ke *post test* siklus II sudah mencapai keberhasilan yang diharapkan yaitu 8 siswa atau 22,22% menjadi 31 siswa atau 86,11%.

Pembahasan hasil penelitian sesuai dengan kriteria keberhasilan tindakan dalam metode penelitian, Keaktifan Belajar dalam penerapan Model Pembelajaran Kooperatif Tipe *Student Teams Achievement Division* (STAD) ditandai dengan persentase Keaktifan Belajar keseluruhan mencapai 75% atau minimal 31 siswa yaitu 75% siswa mengalami peningkatan skor Keaktifan Belajar. Hasil Belajar Ekonomi, secara kognitif mencapai minimal 31 siswa yaitu 75% mencapai Kriteria Ketuntasan Minimal (KKM) 75 pada mata pelajaran Ekonomi di sekolah. Oleh karena itu dapat dinyatakan bahwa Penerapan Model Pembelajaran Kooperatif Tipe *Student Teams Achievement Division* (STAD) dapat meningkatkan Keaktifan Belajar dan Hasil Belajar kelas XI IPS di SMA Swasta Masehi, Berastagi. Hal tersebut sesuai tujuan pokok belajar kooperatif adalah memaksimalkan belajar siswa untuk peningkatan prestasi akademik dan pemahaman baik secara individu maupun secara kelompok.

Kata Kunci: *Student Teams Achievement Division (STAD), Keaktifan Belajar, Hasil Belajar Ekonomi*

ABSTRACT

IMPLEMENTATION OF A COOPERATIVE LEARNING MODEL OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TYPE TO INCREASE STUDENT ACTIVITY AND LEARNING OUTCOMES AT SMA MASEHI BERASTAGI

By:
EGI OKTARI SUKATENDEL
NIM. 7203142018

This research aims to improve learning activities and economic learning outcomes for class XI IPS 3 SMA Swasta Masehi Berastagi, totaling 36 students. This research is classroom action research (PTK) with research subjects of class XI IPS 3 SMA Swasta Masehi Berastagi, totaling 36 students. This research was carried out in two cycles and each cycle had four stages, namely: planning, action, observation and reflection. The data collection techniques used are participant observation, documentation and tests. The research instruments used were observation sheets and test instruments. The data analysis technique in this research is quantitative descriptive.

Based on the data presented, the Economic Learning Results of students in the first cycle post test of students who have reached the KKM are 8 students or 22.22%. The increase in students who reached the KKM continued to occur in the pre test-post test cycle II, namely 15 students or 41.67% and 31 students or 86.11%. Student Economic Learning Results from post test cycle I to post test cycle II have achieved the expected success, namely 8 students or 22.22% to 31 students or 86.11%.

The discussion of research results is in accordance with the criteria for successful action in the research method, Learning Activities in the application of the Student Teams Achievement Division (STAD) Type Cooperative Learning Model is characterized by the percentage of overall Learning Activities reaching 75% or a minimum of 31 students, namely 75% of students experiencing an increase in Learning Activity scores. Economic Learning Results, cognitively achieved a minimum of 31 students, namely 75% achieved Minimum Completeness Criteria (KKM) 75 in Economics subjects at school. Therefore, it can be stated that the application of the Student Teams Achievement Division (STAD) type cooperative learning model can improve learning activities and learning outcomes for class XI IPS at Masehi Private High School, Berastagi. This is in accordance with the main aim of cooperative learning, which is to maximize student learning to increase academic achievement and understanding both individually and as a group.

Keywords: **StudentTeamsAchievementDivision (STAD), Learning Activities, Economic Learning Outcome**