

# 1.1 IMPLEMENTATION OF COOPERATIVE LEARNING MODELS TO IMPROVE THE LEARNING OUTCOMES OF CLASS V STUDENTS

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## ABSTRACT

The background of this research is the low learning outcomes of class V students in the Social Sciences (IPS) subject Kuta Rentang as evidenced by the obtaining of the average results for student tests on October 21, 2021 reaching 55 and student learning completeness reaching 30% consisting of the 3 students who reached the KKM and 7 students who did not complete it with a total of 10 students. Teachers apply learning still with conventional methods so that it is less varied. The Cooperative Learning learning model on social studies subjects can be implemented in social studies lessons. This research is a type of classroom action research conducted at the Kuta Rentang Public Elementary School. This study used data collection techniques in the form of observations, tests, and field notes. The results of this study have increased, namely the average pre-cycle student learning outcomes reached 57.5 with a completeness percentage of 30% in the less good category, the average cycle 1 was 68.9 with a completeness percentage of 50% in the pretty good category and the average cycle 2 reached 90.7 with a completeness percentage of 90% in the very good category. The application of the Cooperative Learning learning model can improve the learning outcomes of class V students.

Keywords: *Learning Outcomes, Cooperative Learning, Elementary School*

## 2. INTRODUCTION

Social Sciences is a combination of social sciences and human life which includes anthropology, economics, geography, history, law, philosophy, political science, sociology, religion, and psychology. One of the goals of Social Studies in elementary schools is to equip students with social knowledge that will be useful in later life in community, (Musdiani, 2018). Social Knowledge relates to material on the Geographical Location of Indonesia.

The method used by the teacher is conventional and less varied, namely the Lecture method, question and answer and assignments so that students feel bored in learning, (Ariadhy, Shulby Yozar., Nurohman, Sabar., Arkum, Darol., Handini, Widya., 2020). various learning efforts, one of the models that can be applied is the Cooperative Learning learning model which can be used as a solution as a problem solving related to learning problems in elementary schools, (Meilia & Murdiana, 2019). Referring to the Ministry of National Education there are several effective learning models that can be used, one of the models that can be used is the Cooperative Learning model, (Uge et al., 2019). Cooperative Learning model is an approach that emphasizes cooperation in groups. Cooperative learning refers to learning methods where

students work together in small groups and help each other in learning, (Kövecses-G si, 2018).

## 3. LITERATURE REVIEW

Cooperative learning is divided into three types, with a different implementation of each.

1. Formal Cooperative Learning.  
This type of learning involves quickly forming a team in a short amount of time to complete a small task at hand: They require no prior planning and have very little structure. They can help with everyday chores or small projects.
2. Group Based Learning.  
This involves long-term groups that can last up to a year or more with members providing each other with support, encouragement, and assistance.
3. Group-Based Learning.  
Some good examples are the various departments within an organization, each with a group of people who are expected to make productive progress. It also works in long-term organizational projects.

## 4. METHODS

This research is an action class action. Classroom action research is research that raises actual problems faced by teachers in the field. According to Hopkins in Wina Sanjaya, the implementation of action research is carried out in a spiral starting from feeling a problem, carrying out actions, making observations, holding reflections, re-planning as described in the classroom action research model, in each PTK round four activities are carried out, namely PTK planning, action, observation, and reflection data collection techniques are the methods used by researchers to collect research data with tests, observations and documentation.

## 5. RESULTS AND DISCUSSION

### 5.1 Activity and cycle

1. Activity on Observations and field notes from the Pra-cycle research.  
The teacher carries out activities in three stages, namely initial activities, core activities and closing activities. Teachers are still not maximal in using various learning models and

methods, the learning method or model used is the lecture method, and the question and answer method and oral tests.

2. Cycle I Research Learning Outcomes  
Table 1. Average Pracycle and Cycle I

No	activity	Average
1.	Pra-cycle	57,4
2.	cycle I	68,9

Based on the table above, the classical averages obtained by fifth grade students in social studies subjects experienced an increase from pre-cycle to cycle 1, namely from 57.4 to 68.9 with a score interval of 57-69 in a fairly good category.

Table 2. Percentage of Completeness of Pre-cycle and Cycle I

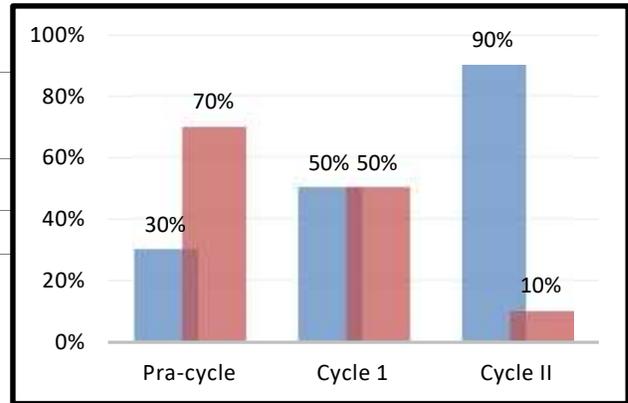
No	activity	complete	P	Not Complete	P
1	Pra-cycle	3	30 %	7	70%
2	Cycle 1	5	50 %	5	50 %

3. Application of the Cooperative Learning Model Cycles I and II.

No	actyvty	Present
1	cycle 1	71 %
	part 1	
	cycle 1	77 %
	part 2	
average		74 %
2	cycle 2	85 %
	part 1	
	cycle 2	93 %
	Part 2	
average		89 %

The results of applying the Cooperative Learning Learning Model have increased from cycle 1 to cycle 2 with good to very good categories, namely 74% to 89%. Learning outcomes through cooperative learning. Based on the graph above, it can be seen that the application of the cooperative learning and model learning was carried out very well by collaborators, namely in cycle 1 it reached 50% in the very good category and cycle 2 reached 90% in the very good category and experienced an increase in each cycle from cycle 1 to cycle 2.

6.



7. CONCLUSION

The learning outcomes of fifth grade students in the subject of Social Sciences at Kuta Rentang Public Elementary School experienced an increase from the beginning of pre-cycle to cycle 2, namely the average pre-cycle learning outcomes reached an average of 57.4 in the less good category, the average of cycle 1 reached 68.9 with a fairly good category, and cycle 2 reached 90.7 with a very good category. Then the achievement of student learning completeness, namely pre-cycle, reaches 30%. In cycle 1 it produces a percentage of 50%, and cycle 2 increases again and reaches the target of reaching a very good percentage of 90%. The application of the Cooperative Learning learning model in science subjects applied by collaborators has increased from cycles 1 and 2, namely 75.53% in the good category and 87.85% in the very good category. That is, the teacher is able to carry out the Cooperative Learning learning model very well. The application of the Cooperative Learning learning model in Social Science subjects can improve the learning outcomes of fifth grade students at Kuta Rentang.

8. ACKNOWLEDGMENTS

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