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Article

Improving Learning Activities and Learning Outcomes Indonesian Using a Cooperative Model

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A B S T R A C T

This study aims to find out whether using a cooperative model can improve student activities and learning outcomes. This type of research is a 2-cycle quantitative research and assessment consisting of 4 stages, namely planning, implementation, observation and reflection. This research was conducted at the State Elementary School 060939 Medan Amplas District for the 2024-2025 Academic Year. Where it involves grade V students as research subjects, while the object of research is to improve student activities and learning outcomes on the ability to understand narrative discourse. This research instrument uses observation sheets and students' written tests in the teaching and learning process. The results of this study show that the implementation of cooperative learning can improve the activities and learning outcomes of students in grade V of SD Negeri 060939 Medan Amplas District for the 2024-2025 Academic Year. This can be seen from the results of observation of student activity in the first cycle of 73.3% and in the second cycle of 84.6%. Meanwhile, the improvement in learning outcomes was obtained from the results of the action test of each cycle, and the first cycle of classical learning outcomes was 71.42%, and the completeness of classical learning outcomes in the second cycle was 89.28%. Therefore, it can be concluded that using a cooperative model can improve the activities and learning outcomes of Indonesian students in class V of SD Negeri 060939 Medan Amplas District for the 2024-2025 Academic Year.

Keywords: *Improvement, Learning Activities, Learning Outcomes, Cooperative Model.*

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INTRODUCTION

Education is an effort to develop the potential of human resources (HR) through learning activities. The activity was held at all levels of nine-year elementary education, secondary education and higher education. Teaching as an educational operational activity is carried out by educators, in this case teachers.

The general reality that can be found in secondary schools shows that most Indonesian teaching is given classically through the lecture method without much consideration of the possibility of applying other methods that are appropriate to the type of materials, materials and tools available.

But the reality is not as expected. Student learning activities in the classroom have not been maximized. This is in accordance with the results of the researcher's observation in class V of the State Elementary School 060939 Medan Amplas District for the 2024-2025 academic year, students are less active in learning Indonesian, this is due to the lack of students' interest in Indonesian lessons, not wanting to learn seriously, still chatting and joking with their classmates, plus the teacher's teaching methods are still conventional, so that students' abilities in learning Indonesian experience difficulties and what teachers expect is not achieved properly. This can be seen as the results of the survey of the first semester exam of the 2023/2024 school year in grade V show that the average score of students in the field of Indonesian study is only 64.73. Meanwhile, the

teacher expects each student to complete learning Indonesian with a minimum average score of 73. So, the students' KKM (Minimum Completeness Criteria) score was not achieved properly.

So, variation in learning is also one of the factors that make students sluggish in following the teaching and learning process (PBM) so that it results in the level of student learning completeness. If this continues to happen, the education held can be said to have failed because in addition to not inviting learners to participate in being active, and creative, the evaluation results obtained are always below the target which results in low Indonesian learning outcomes of students. This will certainly affect the learning outcomes of students low, because students are only placed as listening objects. If student activities do not develop, it is likely that learning outcomes will also decrease.

In carrying out learning innovations, the most basic thing that must be considered by teachers in preparing a learning implementation plan is to choose the right learning model according to the learning needs of students. According to Rusman (2012: 133) "the learning model can be used as a pattern of choice, meaning that teachers can choose a suitable and efficient learning model to achieve educational goals".

One of the learning that supports the development of student activities with the concept of cooperative learning provides the possibility to develop student activities, because in cooperative students have the opportunity to collaborate with their groupmates, develop their mindset, improve their skills in solving the problems they face, and increase interaction between students to teachers and between students to other students. If student activities develop, it is likely that learning outcomes will also increase.

The low activity and learning outcomes Indonesian students are influenced by several factors, one of which is the learning model used by teachers. The learning model used is still conventional, which is a learning model that is dominated by teachers, students only sit and passively receive information, knowledge and skills. This is one of the causes of inhibited student activities and independence, thereby reducing their learning achievement. Therefore, it is necessary to implement a learning system that involves the active role of students in learning activities. One of the learning models that involves the role of students is the cooperative learning model.

The cooperative learning model is divided into several types, one of which is the cooperative model. Therefore, students' abilities need to be improved by using this cooperative learning model, which is expected to achieve this success because this approach involves both teachers and students to the maximum so that students are more enthusiastic about learning Indonesian. In this model, students occupy a very dominant position in the learning process and cooperation in groups so that all students strive to understand each material taught and in addition to that students are given the opportunity to discuss, are also given the freedom to ask questions and cooperate with colleagues in a group and are responsible for their respective members. From the existing problems and alternatives, the researcher wants to conduct research on "Efforts to Improve Learning Activities and Learning Outcomes Indonesian Using a Cooperative Model in Class V Students of UPT State Elementary School 060939 Medan Amplas Academic Year 2024-2025". It is hoped that this research will provide positive things to students in the Indonesian learning process.

METHODS

This research was carried out at the State Elementary School 060939 Medan Amplas District. This research will be carried out in *odd semesters* of the 2024-2025 academic year. The subject of this study is class V UPT SD Negeri 060939 Medan Amplas District for the 2024-2025 academic year and the object of this research is student learning activities and outcomes through a STAD-type cooperative learning model. The variables in this study are the activities and learning outcomes Indonesian students of class V of

UPT State Elementary School 060939 Medan Amplas District for the 2024-2025 academic year through the STAD-type cooperative learning model. The indicators in this study are the scores obtained from observation sheets and tests taken from each cycle through the STAD-type cooperative learning model.

FINDINGS AND DISCUSSION

Results of Research Cycle I

Implementation of Cycle I Actions

In the first meeting (cycle I) the material presented referred to the learning tool in the form of a learning implementation plan in the form of RPP 1 (attachment A).

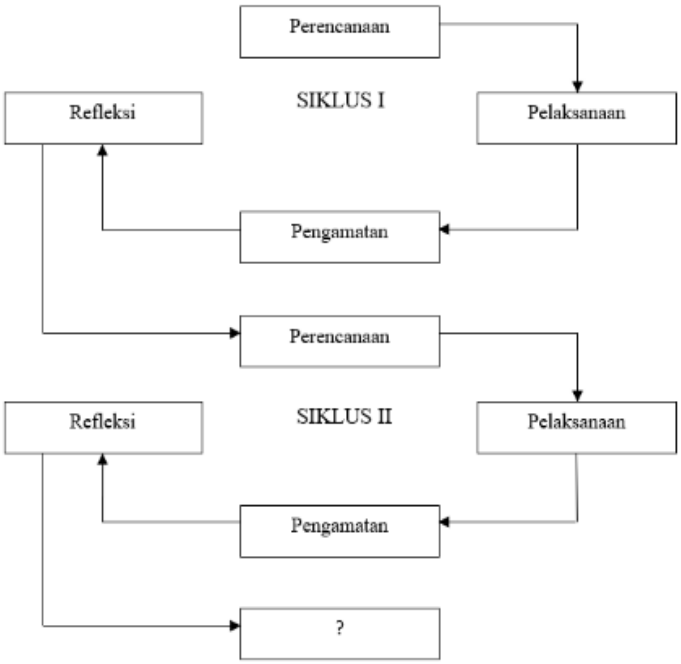

Figure 1. Classroom Action Research Cycle (CAR)

The actions taken in the teaching and learning process are as follows: (a) the teacher explained the learning approach to be used, namely the STAD-type cooperative learning model; (b) the teacher motivated the students by reminding them of algebraic factorization; (c) the teacher formed student discussion groups consisting of 4–5 students; (d) the teacher instructed the students to sit in their assigned groups and prepare the necessary materials and tools for learning; (e) the teacher distributed the test (Appendix D) and asked the students to understand the material and work on the assignments with their group mates during the discussion process. While students worked on the test, the teacher supervised, assisted, and guided them when they encountered difficulties, especially with the problem-solving steps and drawing conclusions. (f) The teacher observed students while they completed their tasks. Some students, despite being part of a group, did not understand the material and, feeling embarrassed or afraid to ask the teacher, consulted peers from other groups, causing a noisy classroom atmosphere. The teacher promptly addressed the situation and provided explanations, restoring order. (g) The teacher asked each group to share the results of their observations with other groups, calling one group to present their findings in front of the class. (h) The teacher and students then concluded the lesson together, and the teacher asked students to submit their materials and completed work. (i) An evaluation in the form of a five-question essay test was administered to assess the students' learning outcomes. (j) Observers monitored student activities and documented them using the activity observation sheet.

Observation Results of Cycle I

Based on the results of observation of student activities carried out by observers, it can be seen in the following table:

Table 1. Results of Observation of Student Activities in Cycle I

o.	N	Student Activities	Meeting I		Meeting II		Meeting III	
			Number of Students	%	Number of Students	%	Number of Students	%
.	1	Listen	24	85	23	82	23	82
.	2	Ask	22	78	23	82	24	85
.	3	Answer	17	60	19	67	21	75
.	4	Discuss	14	50	17	60	19	67
.	5	Respond	20	71	22	78	22	78
	Percentage		68,8%		73,8%		77,4%	
	Classical Percentages		73,3%					

Based on the table above, the student learning activities in cycle I can be presented in the form of the following diagram.

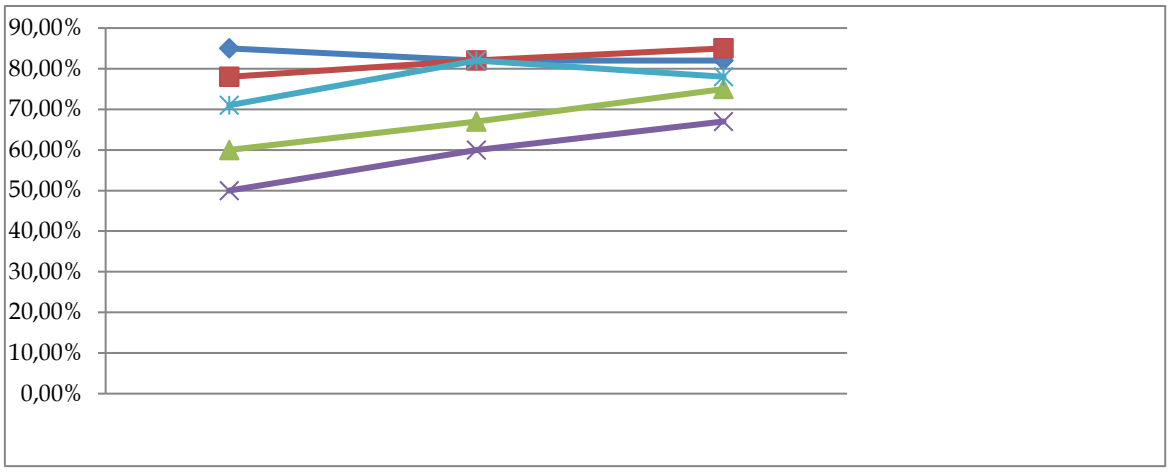

Figure 2. Cycle I Student Activities

Cycle I Test Results

At the end of the implementation of the first cycle, precisely the fourth meeting of students was given a learning outcome test. The first cycle test consists of 5 questions. The following is the data on the results of student learning tests at the end of cycle I.

Table 2 Completeness of Student Learning Outcomes in Cycle I

o.	Category	Number of Students	Classical Percentages
	Accomplished students	20 people	71,42%
	Incomplete students	8 people	28,58%
	Sum	28 people	100%

Based on the table above, the completeness of student learning outcomes in cycle I can be presented in the form of the following diagram:

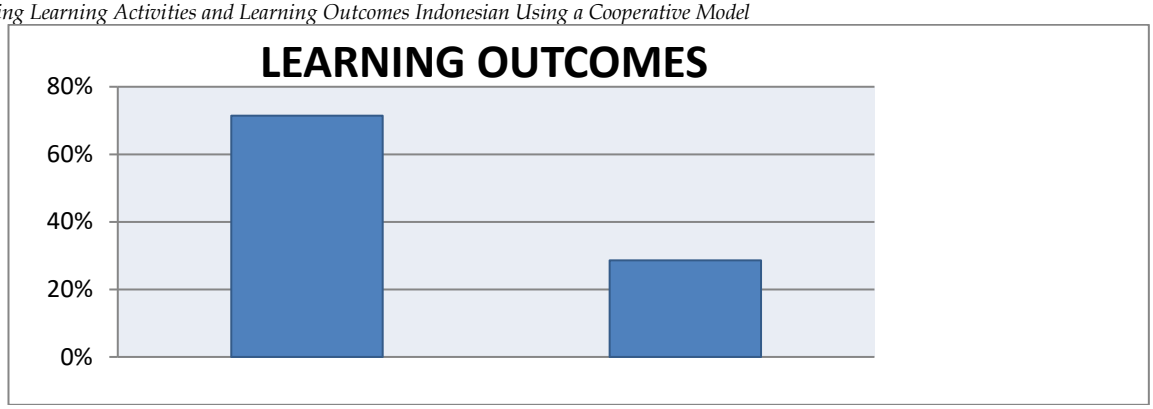

Figure 3 Student Learning Outcomes Cycle I

Reflection I

In the first cycle that was carried out, data from the research results were obtained. Based on the results of observations and the test data from the students, the following conclusions were drawn: (1) researchers were not fully able to optimally manage the classroom, resulting in less efficient use of time; (2) student engagement in learning Indonesian during the first cycle remained low, as observed in their activities; (3) some students were still confused in following the learning steps, making them less active in participating in mathematics learning and solving given problems. To address the shortcomings identified in the first cycle, a new plan is necessary: (1) researchers are expected to improve classroom management to ensure the teaching and learning process is conducted as planned and to enhance students' creativity; (2) the researcher should remind students to be more attentive when completing exercises; and (3) researchers are expected to deliver the subject matter more systematically to avoid confusing the students.

From the table, it can be seen that students' ability in learning activities and solving problems is still low not as expected. Of the 28 students who participated in the learning activities, the percentage of student learning activities was classically 73.3%. Meanwhile, of the 28 people who took the learning outcome test, there were 20 students (71.42%) who had reached the level of learning completeness and 8 students (28.58%), the criteria had not reached the level of classical learning completeness. Thus, the learning process is continued to cycle II

Results of Cycle II Research

Implementation of Cycle II Actions

In the learning activities conducted in Cycle II, the material discussed was understanding narrative discourse, in accordance with the RPP (Appendix A), and the learning was carried out using a STAD-type cooperative learning model. The activities included: (a) explaining the material according to the prepared lesson plan; (b) connecting the new material with previously learned content and relating it to daily life; (c) providing motivation to students to increase classroom engagement; (d) forming student discussion groups consisting of 4–5 members; (e) asking students to sit in their assigned groups and prepare the necessary materials and tools for learning; (f) distributing tests and instructing students to understand the material and work on assignments with their groupmates during discussions; (g) supervising, assisting, and guiding students when they faced difficulties in solving problems and helping them conclude their answers; (h) monitoring group work, where members thought, discussed, and exchanged knowledge to achieve common learning goals; (i) having each group discuss their observations with others, with one group presenting their discussion results at the front of the class; (j) concluding the studied material with students and collecting both the material and the results of student work; (k) administering Evaluation Test II in the form of a five-question essay to assess learning outcomes; (l) having observers monitor student activities using an observation sheet; and (m) concluding the

lesson with a final review of the material and giving awards to the group that presented at the front of the class.

Observation Results of Cycle II

Based on the results of observation of student activities carried out by observers, it can be seen in the following table:

Table 3. Observation Results of Student Activities Cycle Ii

No.	Student Activities	Meeting V		Meeting VI		Meeting VII	
		Number of Students	%	Number of Students	%	Number of Students	%
1.	Listen	25	89	27	96	27	96
2.	Ask	26	92	27	96	27	96
3.	Answer	18	64	19	67	20	71
4.	Discuss	23	82	25	89	27	96
5.	Respond	21	75	22	78	23	82
Percentage		80,4%		85,2%		88,2%	
Classical Percentages		84,6%					

Based on the table above, the student learning activities in cycle I can be presented in the form of the following diagram.

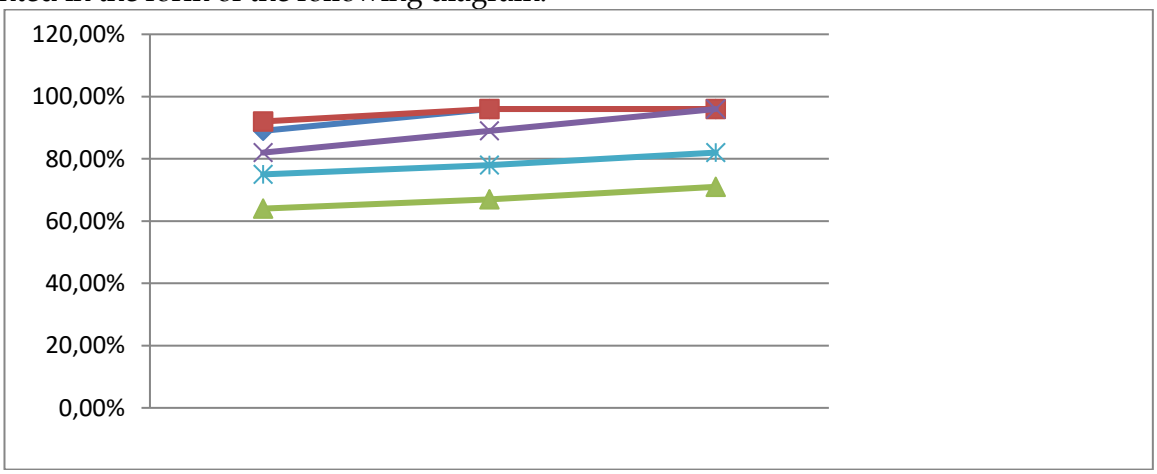

Figure 4. Cycle II Student Activities

Cycle II Test Results

At the end of the implementation of cycle II, precisely the eighth meeting of students was given a learning outcome test. The second cycle test consists of 5 questions. The following is the data on the results of student learning tests at the end of cycle II.

Table 4. Completeness of Student Learning Outcomes Cycle Ii

o.	Category	Number of Students	Classical Percentages
	Accomplished students	25 people	89,28%
	Incomplete students	3 people	10,72%
Sum		30 people	100%

Based on the table above, the completeness of student learning outcomes in cycle II can be presented in the form of the following diagram:

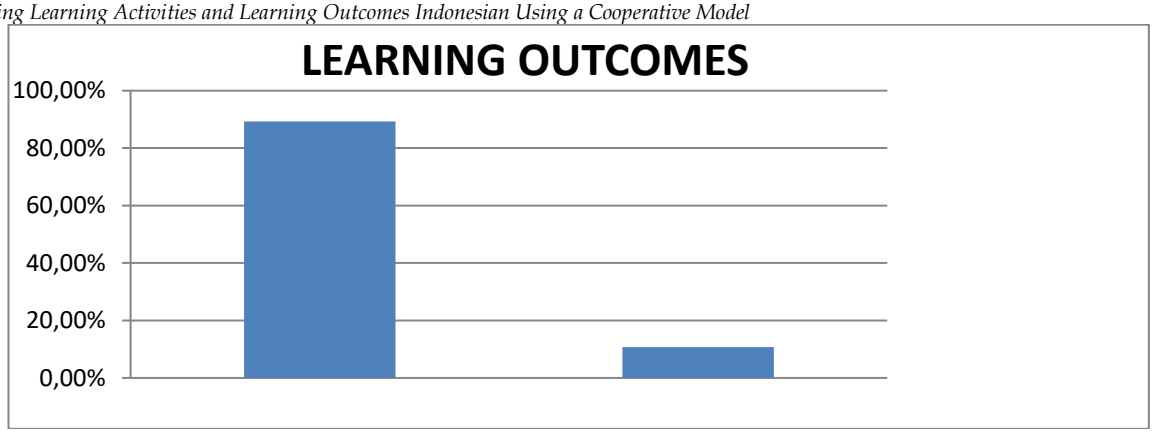

Figure 5. Student Learning Outcomes Cycle II

Reflection II

Based on the results of the test data carried out by the students, the researcher can conclude as follows: (1) Researchers have been able to maintain and improve the quality of learning implementation by using STAD-type cooperative learning both individually and in groups. (2) Student learning activities and outcomes in Indonesian have increased. We can see this from the average value of the percentage of activities and tests given in cycle I and cycle II.

Thus, based on the results of the study, satisfactory results have been obtained in accordance with the level of completeness of activities and classical student learning outcomes.

Result

Teachers have been able to reduce students' difficulties in solving test questions. Of the 28 students who participated in learning activities, the percentage of student learning activities was classically 84.6%. Meanwhile, of the 28 people who took the learning outcome test, there were 25 students (89.28%) who had reached the level of learning completeness and 3 students (10.72%) had not reached the level of classical learning completeness. Thus, based on the activities and learning outcome tests in the second cycle, this research has been stopped because this research on student activities has reached > 80% and students' classical learning completeness has reached >85%.

Discussion

When viewed from the results of observations and the results of student learning tests through the STAD learning model in the material of understanding narrative discourse, there has been an increase. The increase in the percentage of student activities and the increase in the percentage of student learning outcomes can be seen in the table below:

Increasing Students' Indonesian Learning Activities

In the observation of the activities of students in the first cycle, a classical percentage of 73.3% was obtained with details of the percentage of meeting I 68.8%, meeting II 73.8%, and meeting III 77.4%. However, this result has not been as expected, so it is continued to cycle II.

Observations in cycle II obtained a classical percentage of 84.6% with details of the percentage of meeting V 80.4%, meeting VI 85.2%, and meeting VII 88.2%. This shows the success of the actions that have been taken.

Based on the results of the learning test during the study, it was concluded that cooperative learning can improve student learning activities. This can be seen from the following table and graph:

Table 5. Results of Observation of Student Activities in Cycle I and Cycle II

Cycle	Meeting	Percentage	Classical Percentages
Cycle I	Meeting I	68,8%	73,3%
	Meeting II	73,8%	

	Meeting III	77,4%	
Cycle II	Meeting V	80,4%	84,6%
	Meeting VI	85,2%	
	Meeting VII	88,2%	

Based on the table above, student learning activities in cycle I and cycle II can be presented in the form of the following diagram:

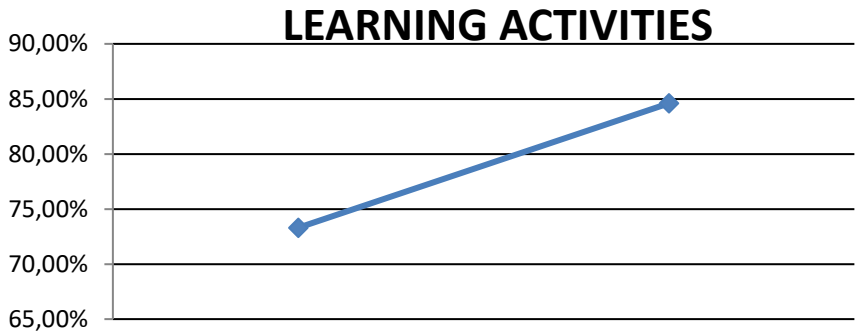

Figure 6. Cycle I and Cycle II Student Activities

Because the success indicators in the research have been achieved, in this case at least 80% of students have reached the classical percentage, it can be said that using cooperative learning for students in grade V of UPT State Elementary School 060939 Medan Amplas District for the 2024-2025 academic year has a very good impact on student learning activities.

Improving Students' Indonesian Learning Outcomes

In the implementation of the first cycle, an average score of 72.5 was obtained with 20 students whose learning completeness level was above 65% and the classical learning completeness level reached 71.42%. However, this result has not been as expected, so it is continued to cycle II.

After the provision of actions in cycle II, an average score of 78.57 was obtained with 25 students whose completeness rate was above 65% and the classical completeness rate reached 89.28%. This shows the success of the actions that have been taken.

Based on the results of the learning test during the study, it was concluded that STAD-type cooperative learning can improve student learning outcomes, meaning that students' understanding of solving narrative discourse problems increases. This can be seen from the following table and graph:

Table 6. Completeness of Student Learning Outcomes Cycle I and CycleII

o.	Category	Cycle I	Cycle II
	Accomplished students	20	25
	Average	72,5	78,57
	Percentage of Casualties	71,42%	89,28%

Based on the table above, the completeness of student learning outcomes in cycle I and cycle II can be presented in the form of the following diagram:

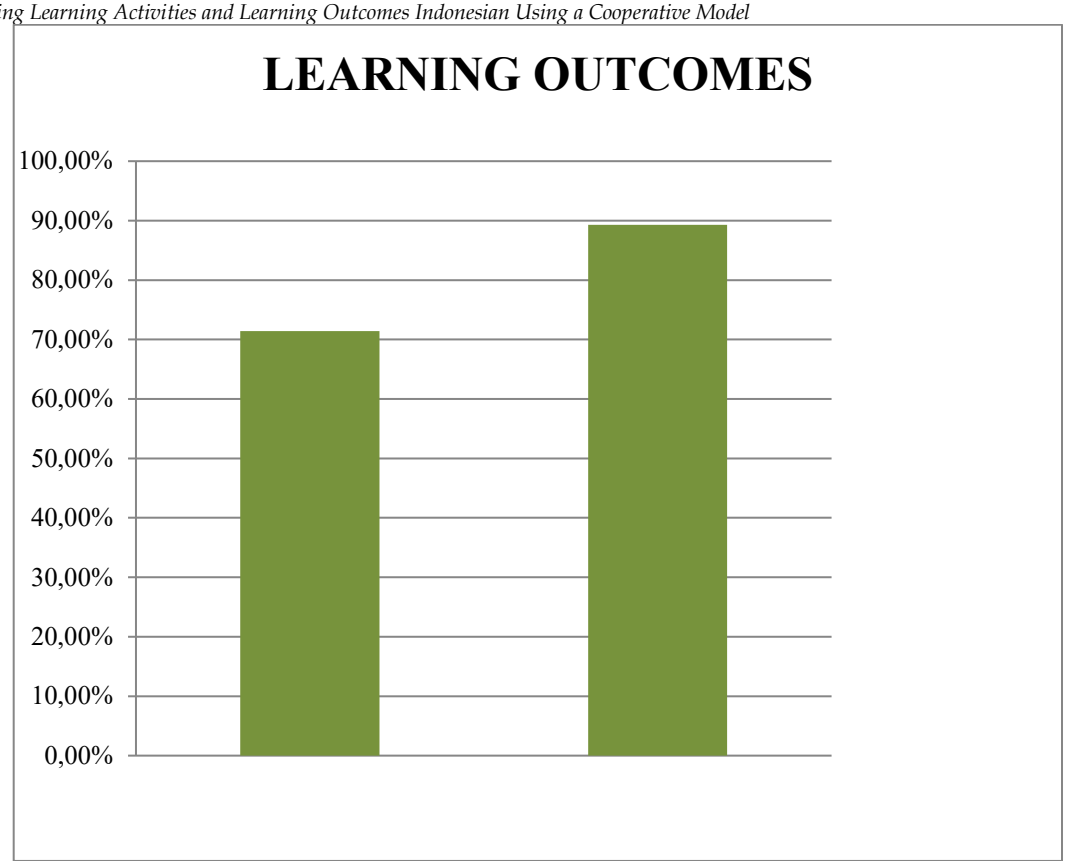

Figure 7. Student Learning Outcomes of Cycle I and Cycle II

Because the success indicators in the research have been achieved, in this case at least 85% of students have achieved a score of ≥ 65, it can be said that using cooperative learning in the narrative discourse material of students in grade V of UPT SD Negeri 060939 Medan Amplas District for the 2024-2025 academic year has a good impact on student learning outcomes.

CONCLUSION

Based on the results of the discussion described in Chapter IV, and in accordance with the problem formulation, it can be concluded that the cooperative learning model can increase the learning activities of students in Grade V of UPT State Elementary School 060939, Medan Amplas District, for the 2024–2025 academic year in their ability to understand narrative discourse. This is illustrated by the average classical activity of students in the first cycle, which was 73.3%, and increased to 84.6% in the second cycle. The cooperative learning model also improves the learning outcomes of students in Grade V of UPT State Elementary School 060939, Medan Amplas District, for the 2024–2025 academic year in their ability to understand narrative discourse. The improvement in learning outcomes was obtained from the results of the action test for each cycle, where the classical class percentage in the first cycle reached 71.42%, and in the second cycle increased to 89.28%. From the results of observations, it can be seen that the implementation of learning using the Student Team Achievement Divisions (STAD) model in Class V of SD Negeri 060939, Medan Amplas District, for the 2024–2025 academic year, can make students more active and help them build their own understanding based on the knowledge they have gained.

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