

IMPLEMENTATION OF COOPERATIVE LEARNING MODEL STUDENT TEAMS-ACHIEVEMENT DIVISION (STAD) TYPE TO IMPROVE STUDENT COOPERATION IN SOCIAL SCIENCE LEARNING

(Classroom Action Research Class VII-D SMP Negeri 1 Bandung)

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Abstract-This study is motivated by the author's curiosity towards the effectiveness of Cooperative Learning Model Student Teams Achievement Division (STAD) type in improving student cooperation. The purpose of this study is to implementate the Cooperative Learning model Student Teams-Achievement Division (STAD) type to improve student cooperation that includes teamwork in solving problem and doing task, sharing ideas, asking and answering questions, interpersonal communication among students, students and teacher, students and informant, as well as respect for gender, ethnic, race, religion, socioeconomic status, culture and perspective differences. Classroom Action Research (PTK) uses a spiral model by Kemmis and Mc Taggart conducted in three cycles. The subjects of the study are the students of class VII-D. The implementation of learning to improve student cooperation is by implementing the Cooperative Learning model Student Teams-Achievement Division (STAD) Type in Social Science learning. Over three cycles have consistent improvements. In the first cycle, the observation on student cooperation is in the "adequate" category, because the students are lack of interactive communication among students, students and teacher, as well as the students are still lacking in a teamwork. In the second cycle, the result of student cooperation is in the "good" category. In this second cycle, it can be solved by teacher by making improvement and guiding students during teamwork process. In the last cycle, it experienced an increase into the category of "very good", because each student contributes directly or actively in the team. Of this study, it can be concluded that the implementation of Cooperative Learning model Student Teams Achievement Division (STAD) type in Social Science learning can improve student cooperation.

Keywords: Cooperative learning STAD type, Cooperation skill, Social science learning

I. INTRODUCTION

School is one of formal education institutions. The primary activity of school is the learning and teaching process. Accomplishment of learning and teaching process is influenced by several components, they are; teacher, curriculum, supporting facility, etc. It is fitting that process and result of learning and teaching have become an indicator of school's quality. Qualified process and result is definitely supported by condition that promotes said quality learning. One of the determining factors is conducive learning environment atmosphere. Great teacher, curriculum, and facilities provided for students to learn will not matter much if the learning environment atmosphere is uncomfortable and discouraging.

School environment holds major authority over the implementation of learning and teaching process carried out by students. A comfortable and positive atmosphere will sustain optimal learning and teaching process. Clean, fresh, and pleasing atmosphere can be created by the school through making school yard. Aside from greener and more sheltered school environment, there are many more benefits that can be obtained through making school yard. A clean, comfortable, and pleasing environment cannot create itself. There needs to be knowledge and awareness from every elements of school to care toward environment, which is known today as *ecological literacy* or *ecoliteracy*. According to Soemarwoto (in Muhaimin 2014, p. 6), humanity's well-being depends on environment. Humans are shaped by their living environment and vice versa. This also being elaborated by Slameto (2003 p. 60) who mentioned that there are two factors which influence students' learning, they are internal and external factors. Internal factor consists of physical, psychology, interest, motivation, and way of learning. Meanwhile, external factor consists of family, school environment, and social environment.

According to Fitjof Capra (in Puspitasari 2013 p. 16) *ecoliteracy* is a term used to describe man that has accomplished utmost awareness of the importance of environment. *Ecoliteracy* is aimed to increase society's ecology awareness. *Ecoliteracy* attempts to introduce and update society's understanding of the significance of global ecology awareness, so as to create balance between society's needs and nature's supply. With *ecoliteracy*, each human is expected to not only rising awareness to care for environment, but also to understand how the principals of ecology works in sync continuously. Developing *ecological literacy* for students can be applied both interdisciplinary and monodisciplinary. Every subjects can include environment issue and combined with interesting and contextual theme. Social study becomes one of the subjects that fits in developing *ecological literacy*. Philosophically, social study is integrated, score based, problem based, and contextual. This is supported with Goleman statement (in Supriatna 2016,p. 34) which said that through social learning, ecological literacy also becomes integrated for it is based on intellectual intelligence, social intelligence, emotion, and naturalistic. It also perceives empathy toward living being as a positive behavior to conserve environment.

SMP Pasundan 2 geographically placed in Pasundan Street No.32, Balonggede, Regol, Bandung City. Located in the

middle of Bandung which filled with pollution should be a cause for school to create green school yard. Thus, students will feel beautiful, pleasing, and clean school atmosphere which definitely will help students in their learning process. School yard that has been asphalted seems to be an obstacle in creating a green school yard. School party has tried to create a vertical garden to actualize green, fresh, and pleasing school. However, the vertical garden is misused by students by putting trash into pots made out of plastic bottles. According to the predicament that has been observed in SMP 2 Pasundan Bandung especially in class VII-B regarding the lack of students' ecological literacy, researcher expects to improve students' ecological literacy in using school field through aquaponic project model in social study learning. Project Based Learning model requires students to create a product or project which can be assessed directly by the teacher.

Aquaponic project is a mixture of fish breeding with plant growing which forms mutualistic symbiosis relationship. According to Driver in Hermawan (2015 p. 80) aquaponic is a bio-integration of recirculation based aquaculture and production of hydroponic plant/vegetable which can be applied in narrow area and limited water resource, including urban area. Aquaponic system holds a role in decreasing nitrogen waste of feed which goes unconsumed and metabolism product of fish.

Through aquaponic project model, students are expected to possess thoughtfulness and responsibility in taking care of vegetable plant and fish cultivation in school field. Aside from that, the application of aquaponic project is also expected to be a new breakthrough that can make SMP Pasundan 2 be a green school in the middle of Bandung which is filled with pollution. Increasing students' ecological literacy does not stop with aquaponic project. Researcher also teaches students to live healthily through consuming vegetable and fish obtained from aquaponic project.

According to above elaboration, researcher will conduct a research entitled **“Increasing Students’ Ecoliteracy in Using School Field through Learning Model Aquaponic Project in Social Learning of Class VII-B Pasundan 2 Junior High School Bandung.”**

This research is aimed to answer a few research questions as the following; *First*, designing learning to increase students' ecoliteracy in using school field through learning model aquaponic project in social learning. *Second*, implementing learning to increase students' ecoliteracy in using school field through learning model aquaponic project in social learning. *Third*, reflection of learning in increasing students' ecoliteracy in using school field through learning model aquaponic project in social study. *Fourth*, increasing students' ecoliteracy after using learning model aquaponic project in social study.

II. METHOD

This study is motivated by the results of pre-study observation of the IPS learning process that took place at SMPN 1 Bandung, located in Jalan Kesatriaan No.12, Arjuna Urban Village, Cicendo, Bandung 40172, West Java. Based on direct observation, it shows some problems that occur during the learning process in the classroom, including as follows: First, in learning, students show the low attitude of mutual help

among group members. Second, in the division of the group must be heterogeneous such as gender, level of achievement and do not discriminate between culture and race. So in presenting the tasks, it will look the clever group faster than the other group.

Third, in the learning process it is not conducive and rowdy. There are some students who talk each other, even been given a reprimand by the teacher. Fourth, at group discussion, the teacher divides each group of 4 members but there are students who object to even choosing their own group of friends and the students prefer to group with their playmates. The class became rowdy because of many protests from students. Fifth, in the learning process in the classroom students are active but still not focused on what is explained by teachers in the class so as not conducive.

This condition illustrates the low level of student cooperation, resulting in only those students who are active in the classroom, the lack of students involved in learning and the lack of student skills in cooperation and discussion as well as the lack of interaction of teachers and students, students and students, students and teachers. Therefore, it is necessary to develop an approach in learning that involves the students actively in fostering the skills of student cooperation.

With the skills of cooperation, students will work in teams, the existence of positive interdependence and direct interaction between students. May and Doob in Huda (2015, pp. 8) suggest that teamwork will occur when certain individuals want to achieve the same and complementary goals, when they are required to achieve that goal with fair accounting, and when they are close to each other.

In this case, students are expected to collaborate with groups of students and are expected to be motivated by other students who have high ability and low-ability will be more excited again to learn. With group cooperation, it will have the same goal of being the best among the group- other groups, have a sense of responsibility between individuals and groups. They communicate each other without having to look at economic, cultural, racial differences. With group collaboration, the group can solve what's going on within the group and channel ideas and can accommodate ideas given by other members for common purposes.

With these problems, the author wants to direct students more actively and cooperate in the discussion with the Model Cooperative Learning type Student Teams-Achievement Division (STAD). The use of the learning model is still rarely applied. The learning process so far is still dominated by lecture, question and answer. This type was developed by Slavin in Isjoni (2012, pp. 51), is one type of cooperative that emphasizes the existence of activities and interactions among students to motivate each other and help each other in mastering the subject matter to achieve optimal performance.

By using cooperative learning type Student Teams - Achievement Division (STAD) needs to be applied as a learning model that is no competition between students or groups, because they work together to solve problems in overcoming different ways of thinking. Students not only

expect help from teachers and are motivated to learn the material in a fast and accurate way.

To improve students' cooperative skills through cooperative learning model of Student Teams - Achievement Division (STAD) type. This study is shown to answer some problem formulation as follows: first, How is Cooperative Learning Model in an effort to improve students' cooperation skill in IPS learning in SMP Negeri 1 Bandung Class VII-4 ?; second, how to implement STAD Model Cooperative Learning Model in an effort to improve student cooperation skill in IPS lesson in SMP Negeri 1 Bandung Class VII-4 ?; third, how is the assessment result in STAD Model Cooperative Learning Model in an effort to improve student cooperation skill in IPS learning in SMP Negeri 1 Bandung Class VII-4 ?; fourth, What obstacles and solutions faced by teachers in the STAD Model Cooperative Learning Model in an effort to improve students' cooperation skills in IPS learning in SMP Negeri 1 Bandung Class VII-4?

The study method used in this study is by using Classroom Action Research method (PTK). According to Ebbut (in Wiriadmadja, 2012, p.12) suggests Classroom Action Research is a systematic review of improvement efforts in actions in learning, based on their reflection on the outcomes of those actions.

Design study that will be used in this study is model of Spiral Kemmis and Mc. Taggart. It consists of planning, action, observe, and reflect (Wiriadmadja) (2009: 66). Therefore, the notion of the cycle on this occasion is a cycle of activity. This Spiral model, teachers are more likely to position themselves as facilitators who engage students to be interactive in the learning process, so that through the interactive it can gradually improve student cooperation in learning and provide motivation in following the learning activities.

To strengthen the study, the authors selected several instruments used such as observation sheet of teacher activity, student observation sheet, interview sheet, field notes and documentation. The author uses validation in this study. The categorized data is then validated in accordance with the developed model, by Member check, Triangulation, Expert Opinion. Quantitative data management of learning data management are:

$$\text{Score percentage} = \frac{\text{Total score total subject}}{\text{Maximum score}} \times 100\%$$

Maximum score

Conversions average (Percentage)

Category	Score Average
Very well	81%-100%
Good	61%-80%
Enough	41%-60%
Less	21%-40%
Very Less	0%-20%

III. RESULTS AND DISCUSSION

1. Planning of learning with model Cooperative Learning of Student Team Achievement Division (STAD) type in effort to improve student cooperation ability in IPS learning in class VII-D SMP Negeri 1 Bandung.

Learning planning for cycle 1 using Student Teams Achievement Division (STAD) Model Cooperative Learning is the first to form a group of 5-6 members heterogeneously with the level of achievement. Second, the teacher presents the material on knowing and the period of pre-mass period. Third, the teacher assigns tasks to each group and is done. In such activities the process of student coaching skills assessment can be done and the process of guiding students in the task work. Fourth, presentation of group discussion result, assessment process is conducted by other group and process of question and answer with other group. Fifth, evaluation activity is giving problem in the form of PG. Fifth, the author and partner teachers discuss the results of group assignments and become the best groups of the week as well as awarding. Finally, the conclusions about the material have been submitted.

Learning planning for cycle 2 using the Model Cooperative Learning type Student Teams Achievement Division (STAD) is the first, the teacher presents material on the Hindu Buddhist kingdoms in Indonesia. Secondly, the teacher asks the students to sit down with a group of friends who have been in the form of the first cycle and then the teacher divides the different topics of each group and how they are performed in the form of Mind Mapping according to the students' creative in this process. The author can see any change or improvement from the previous cycle in students' social skills. Third, the percentage of Mind Mapping results, the assessment process conducted by other groups and the process of question and answer then the author and the partner teachers determine the best group. Finally, reward students for the best groups and conclusions.

Learning planning for cycle 3 using the Model Cooperative Learning type Student Teams Achievement Division (STAD) is the first, the teacher presents material about the Islamic kingdoms in Indonesia. Second, the teacher distributes topics to each group and explains the steps in the puzzle task work. The puzzle has been disseminated by the teacher around the school environment and the students return to the classroom and arrange it in the classroom, in this cycle using the method to make the student cooperation level higher. Third, the presentation in front of the class and question and answer as well as assessment is conducted by each group. Finally, the author and partner teachers hold discussions and awards to the best groups then draw conclusions on the learning that has taken place.

2. Step-by-step implementation of Cooperative Learning model Student Team Achievement Division (STAD) in an effort to improve students' cooperation skills in IPS learning in class VII-D SMP Negeri 1 Bandung.

Implementation of IPS learning using Cooperative Learning model of Student Team achievement Division (STAD) to improve students' cooperation skills. Cooperation has many benefits that can be obtained, the processes experienced by students in these activities mengahsilkan benefits for students

in general is the creation of an interactive and meaningful learning experience. According to Nasution (2010, pp. 149) that cooperation has the advantage of enhancing learning both quantitatively and qualitatively, it can be easier to make decisions in a group, can, develop social feelings and good social interaction and treatment through cooperation or Group Therapy .

STAD's Step According to Komalasari (2010, pp. 63) are as follows:

- a. Form groups of 4-6 people heterogeneously (mix by achievement, gender, ethnicity, etc.).
- b. The teacher presents lessons.
- c. Teachers assign tasks to groups to be undertaken by group members. Group members who already understand can explain to their members until all members in the group understand.
- d. Teacher gives quiz/question to student. When answering a quiz they cannot help each other.
- e. Evaluate.
- f. Conclusion.

The first cycle, the learning activity begins with the teacher announcing UTS replication results are used as a reference to form groups in a heterogeneous (level of achievement). Then the teacher explains the material to know and the period of the pre-mass period. Next, the teacher divides 6 groups of 5-6 people each. After the group division, the teacher gives the group workflow worksheets that must be done together and present in front of the class. Student coaching skills in the first cycle reached 50%.

In the second cycle, it raised the material on the work of the Hindu-Buddhist kingdoms in Indonesia. This second cycle increased by 77.7%. Exciting learning is a major factor for students to love the learning. By learning to use Mind Mapping students understand the material in accordance with the flow of thinking. The implementation of the third cycle, the skills of student cooperation has increased from the previous to 97.2% with good category with the material of the Islamic sultanates in Indonesia. This third cycle learns outside the classroom so that students are not saturated in learning IPS.

3. The results of the assessment in the model of Cooperative Learning type Student Team Achievement Division (STAD) in an effort to improve the skills of student cooperation in learning social studies in class VII-D SMP Negeri 1 Bandung.

Student cooperation skills need to be trained because the skills are not automatically owned by the students. According to Reni et al (2006, p.2), working together is an activity that will make the work more quickly completed due to the many tasks shared in small tasks for each person. The types of group cooperation have in common but vary in degree and are adapted to the indicators raised in cycles one, two and three. Below is the result of the observations obtained in the class.

Based on the table, the percentage of student's cooperation ability experienced the increase in each cycle. In the first cycle, the percentage of 50% goes to enough category. In the second cycle, the percentage of success is 77.7% into the good category. Meanwhile, the third cycle of success percentage of

97.2% into the category very well. The increase in each cycle is influenced by a better teaching and learning process so that the level of learning interest becomes better. Student coaching skills become trained and bring a positive impact.

The following diagram of the scores obtained by each group for the skills of student co-operation that is done at the time of learning in the classroom:

Table 1.1 The percentage of cooperation skills

No	Group Name	Cycle 1	Cycle 2	Cycle 3
1	1	7	9	10
2	2	5	10	12
3	3	4	10	12
4	4	8	10	12
5	5	6	7	12
6	6	6	10	12
Group Scores		36	56	70
Maximum Scores		72	72	72
Average		50%	77,7%	97,2%

Sources of research documents 2017

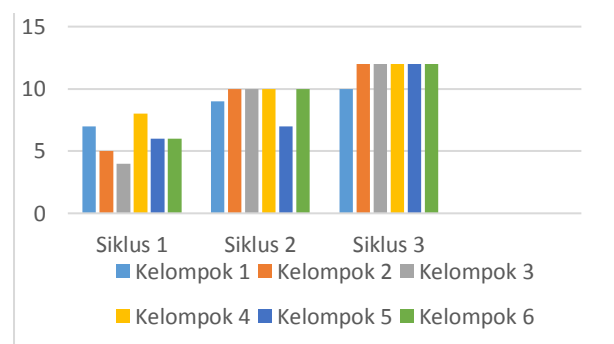
Score percentage = $\frac{\text{Total score total subject}}{\text{Maximum score}} \times 100\%$

Maximum score

Conversions average (Percentage)

Category	Score Average
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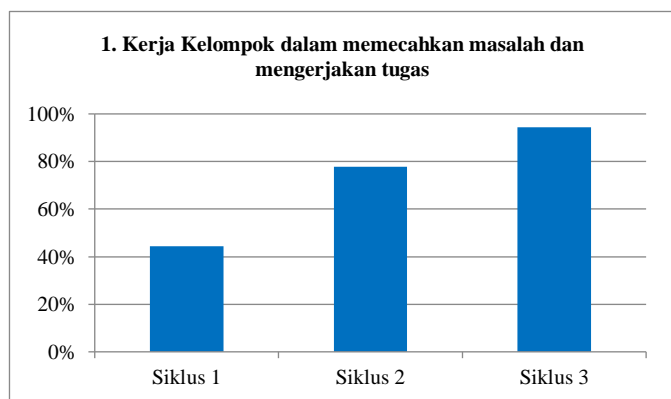
Chart 1.2 Diagram Of Skills Cooperation Skills Scores



Sources of research documents 2017

The graph above shows that there is a difference in the scoring of each group in improving students' co-operative skills from cycle one to cycle three. There is an increase in each better cycle. Each group experienced a significant increase of good. With the increasing skills of student cooperation make learning successful.

Chart 1.3 Scores Of Indicator Student Skills

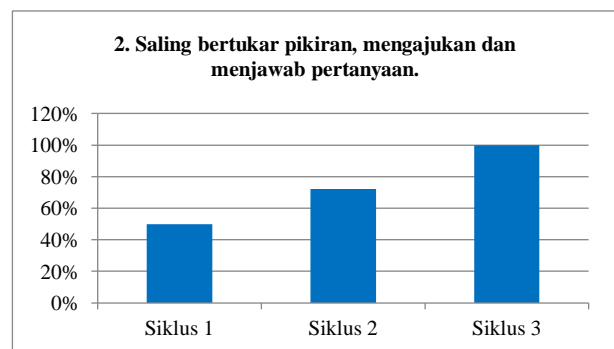


Cooperation

Sources of research documents 2017

Based on the above graph the first indicator of student cooperation skills is group work in solving problems and doing the task. In the first cycle shows a percentage of 44.4% enough category. Then cycle two, showing a percentage of 77.7% increased and included in either category. In the third cycle, this indicator has increased in every cycle and the percentage is 94.4% very good category.

Chart 1.4 Scores Of Indicator Student Skills

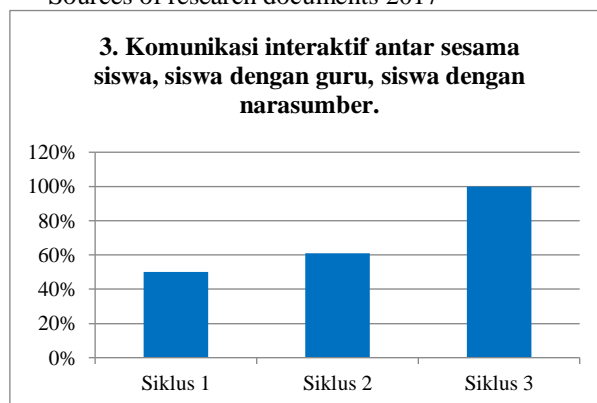


Sources of research documents 2017

Based on the graph above, the second indicator is exchanging ideas, asking and answering questions. In the first cycle shows the percentage of 50% into the category enough. In the second cycle, the percentage is 72.2% into the good category. Next, the third cycle shows the percentage of 100% entered into the category very well.

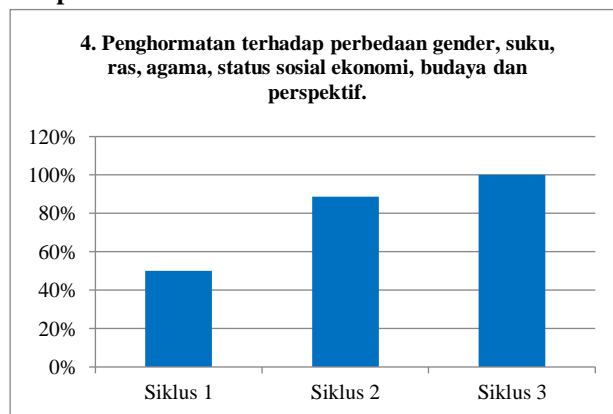
Chart 1.5 Scores Of Indicator Student Skills

Sources of research documents 2017



Based on the above graph the third indicator is interactive communication among fellow students, students with teachers, students with resource persons. In the first cycle shows a percentage of 50% enough category. Furthermore, the second cycle shows a percentage of 61.1% entered into either category. In the third cycle increased to 100% and entered into the good category. It is seen that every member of the group has been able to communicate well in the task and the communication with the teacher associated with the task given.

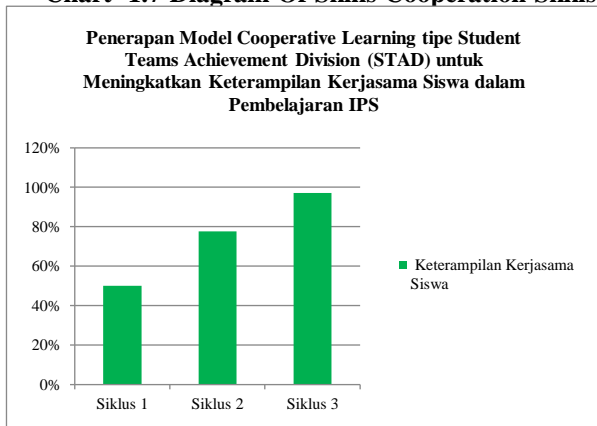
Chart 1.6 Scores Of Indicator Student Skills



Sources of research documents 2017

Based on the graph above, the fourth indicator is respect for gender, ethnicity, race, religion, socioeconomic status, culture and perspective. In the first cycle shows the percentage of 50% into the category enough. In the second cycle shows the percentage of 88.8% into the category very well. Next, the third cycle shows a percentage of 100%. This is evident from the mutual respect of each member's differences on gender, ethnicity, race, religion, socioeconomic status, culture and perspective.

Chart 1.7 Diagram Of Skills Cooperation Skills Scores



Sources of research documents 2017

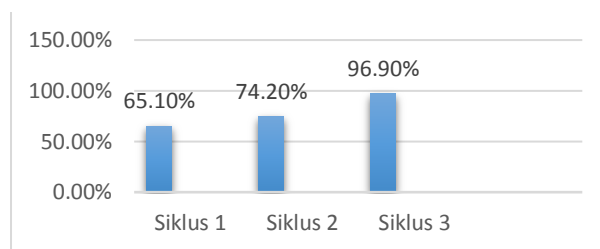
Based on the schematic skill score of student cooperation above, can be seen in every cycle always shows improvement. Seen in the first cycle the results obtained by 50%, and enter the category enough due to the lack of interactive communication between fellow students and students with teachers, the lack of group work in solving problems and performing tasks. After knowing that there is a deficiency in the previous cycles, the author did the improvement to better than the previous cycle. In the second cycle it has increased from 27.7% to 77.7% with good category. Students begin to adapt to the established group so that communication takes place in each group. In group work the group members exchange ideas so that task completion is faster.

Assessment score skills of student cooperation in the last cycle of the third cycle, get percentage 97.2% with very good category. Improvements made by author in each cycle to bear good results. Seen increase in every cycle. In this third cycle, students are required to being cooperative in finding answers from each question given by the teachers. So the group's goal was achieved.

Implementation of IPS learning activities using the model Cooperative Learning type Student Team Achievement Division (STAD) conducted three cycles. The data of the teacher's assessment results from the beginning of learning to the closure of learning and observing the skills of students at the time of learning activities using model Cooperative Learning type Student Team Achievement Division (STAD) in class VII-D SMP Negeri 1 Bandung. The following diagram results of the percentage of teacher activity from the first cycle until the third cycle:

Based on the teacher activity diagram in the Student Team Achievement Division (STAD) learning above, it has increased every cycle. The first cycle gets a percentage of 65.1% fall into either category. Implementation of the first cycle, in the activities of teachers is still said to be good. The author makes improvements in the second cycle so that the increase from the first cycle, get a percentage of 74.2% into the category either. The third cycle has increased 96.9% and into the category very well. In the activity of teachers activities have undergone a good change so that the class goes well.

Chart 1.8 Diagram of teacher activity model Cooperative Learning type Student Team Achievement Division (STAD)



Sources of research documents 2017

4. Solutions to overcome obstacles faced by teachers in the model Cooperative Learning type Student Team Achievement Division (STAD) in an effort to improve the skills of student cooperation in learning social studies in class VII-D SMP Negeri 1 Bandung.

Obstacles faced by teachers when implementing model Cooperative Learning type Student Team Achievement Division (STAD) in an effort to improve students' cooperative skills in learning IPS is known based on observation results. The obstacles encountered from these are as follows:

- The ability of teachers in delivering learning to fit the lesson plan implementation is not maximal so there are some indicators that have not been conveyed.
- The atmosphere in the classroom is less conducive when taking action, especially after recess.
- At the time of group division many students came forward to be replaced by a group of friends and wanted to choose their own. These conditions make teachers become confused to face the student's attitude.
- Lack of group work in solving problems and doing tasks.
- Lack of student courage in learning takes place such as asking, answering and issuing opinions.
- Still the lack of attention of students in learning activities.

The obstacles presented above will certainly have an effect on the learning process and the achievement of the study objective of improving the skills of student cooperation. So we need a solution to overcome the constraints. The solution offered as follows:

Teachers always fix the shortcomings that exist in each cycle, so that learning is done properly and in accordance with the implementation plan of learning.

- At the time of learning the teacher is always preparing and packing interesting learning materials and fun so that students do not do other activities.
- Teachers motivate students so that they can contribute actively in the group and reassure to the students that the group's friends can be invited to cooperate properly and properly. For example the teacher rewards the active group.
- Teachers provide stimulus to students to be courageous in asking, answering and arguing.

- d. Guiding students in the completion of tasks requires cooperation so that there should be group work, interactive communication, exchanging ideas and respecting differences within the group
- e. Directing students to focus more in learning activities so that the learning objectives can be achieved.

IV. CONCLUSION

First, the author conducts the planning in accordance with the model PTK, select the model of Spiral by Kemmis and Mc Taggart. In general, planning stage of the study, preparing the teacher observation sheet in accordance with the model Cooperative Learning type Student Team Achievement Division (STAD), arranging instruments in accordance with the ability of student cooperation, preparing the instruction plan (RPP), the lesson prepared are all already in accordance with the school. Learning planning consists of determining the material to be used, the learning objectives, analyzing the KD, formulating the indicators of achievement of competence, developing learning materials, methods that will be developed in the Cooperative Learning type Student Team Achievement Division (STAD).

Second, the steps of implementation with the model Cooperative Learning type Student Team Achievement Division (STAD) in attempt to improve student cooperation ability already exist in good category. Over three cycles have consistent improvements. The steps that are applied has been selected by the author. From cycle one to three, teacher gives different topics or levels and different levels of work. With one type of cooperative learning model, STAD can also make students interact with their friends with different students' character and potentials owned by each student.

Third, the solution to overcome obstacles faced by teacher in the model Cooperative Learning type Student Team Achievement Division (STAD) in attempt to improve students' cooperation ability. The obstacles encountered are at choosing the group. Many students did not receive it and the protests that make teachers confused but students experienced changes each cycle to the better, the ability of teachers in delivering yet to the maximum so there are some indicators that have not been conveyed, in learning activities. But the author has efforts in overcoming these obstacles, among others. Teachers guide students to be able to accept friends and each group. Students can play an active role in the group, the teacher makes the class more fun so that students no one doing other activities, the teacher packs more interesting material so students likes ongoing learning. Thus, each cycle is better and there is an increase.

Fourth, the assessment in the Cooperative Learning model of Student Team Achievement Division (STAD) in attempt to improve the skills of student cooperation has increased significantly. This is evidenced based on the results of the implementation of the cycle of one to three student cooperation skills can be considered very good. Even in the one cycle is in the category enough but in the second cycle can be overcome. The teacher always make improvements and guide the students and into the good category so that in the third cycle can continue

to increase to be very good. The improvement made by the author in every cycle is to bear good results. Seen in every cycle.

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