Cooperative Learning with STAD Model to Improve the Results of Learning Fairy Tales in Junior High School

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ABSTRACT

This research is motivated by the fact that the learning outcomes of students in Sundanese fairy tales are still not satisfactory because it is still under KKM (mastery learning) 70. Low student learning outcomes because teachers only record and read without engaging students in cooperation. The purpose of this research is to explain the improvement of Sundanese fairy tale learning results through a Cooperative Approach with STAD Model in grade VII students of SMPN 38 Bandung City. CAR is implemented in two cycles through planning, implementation, observation, and reflection steps. The subject of research in grade VIII students SMPN 38 Bandung. The total number of students is 29 students consisting of 10 male students and 19 female students. Data is collected with observation techniques and test techniques. The results of this study found that the results of learning Sundanese fairy tales in pre-cycle as many as 15 students (51.70%) still not completed more than 14 students (48.30%) complete. After the treatment of the STAD model, in cycle I, the results increased to 24 students (82.8%) and 5 students (17.2%) completed, increased again in cycle II to 26 students (89.7%) completed and only three students (10.3%) unfinished. Based on the comparison of Sundanese fairy tale learning results in pre-cycle, cycle I, and cycle II, which achieved classical completion $\geq 85\%$, it can be concluded that the cooperative approach with the STAD model is effective for improving Sundanese fairy tale learning outcomes in grade VII students of SMPN 38 Bandung.

KEYWORDS: *learning outcomes, fairy tales, cooperative learning, STAD models*

I.   INTRODUCTION

Sundanese language is taught in schools, ranging from ELEMENTARY/MI, SMP/MTs, to SMA/SMK/MA/MAK as local content (Permendikbud No. 79 of 2014 on Local Content Curriculum 2013). Operationally, the basis for the implementation of Sundanese language and literature learning in SMP/MTs is the Local Content Regional Curriculum of Sundanese Language and Literature-Based Curriculum 2013 Revised 2017 Junior High School /MTs Level (Education Office of West Java Province, 2017). Based on the *Kurda Mulok* (Local Content Curriculum), Sundanese language learning is intended for students to master competencies about Sundanese language knowledge, Sundanese language skills, and positive attitude towards Sundanese. Language knowledge relates to language structure and vocabulary, language attitudes are related to religious aspects and social aspects, while language skills are related to language skills. Harris (1977:9) mentions four components of language skills, namely listening, speaking, reading, and writing. The four language skills are one entity, which Tarigan (1994:1) called single language chess. Into the learning of Sundanese language including Sundanese literature learning. Literary learning can be categorized into two types of experiences, namely the experience of appreciating and expressing literature. Therefore, Rusyana (1982:16) suggests that:

"The purpose of teaching literature is basically for students to gain literary experience, namely the experience of literary appreciation and the experience of literary expression and to acquire literary knowledge, including knowledge of literary theory and knowledge of literary history. The experience of literary appreciation is obtained by students through reading, listening, and watching literary works. Literary expression activities, such as writing poetry, writing stories, etc."

Associated with learning language skills, namely listening, speaking, reading, and writing, the experience of appreciating and expressing literature is closely related. The experience of literary expression is related to the listening and reading skills of literary works, while the experience of literary expression is related to the skills of

speaking and writing literary works. According to Tarigan (1981:1), each language skill is closely related to the other three skills. In acquiring language skills, we usually conduct a regular sequence of relationships: first, we learn to listen, then speak, after which we learn to read and write. As a form of language skills learning, the results of learning appreciation and expression of Sundanese fairy tales in grade VII students of SMPN Negeri 38 Bandung are still not satisfactory. When viewed from the standard KKM (Minimum Completion Criteria) 70, the achievement of unfinished student grades is still quite large, which is as much as 60%, with an average score of 55, while the average class target is 76% above MCC.The low learning outcomes of students in Sundanese fairy tale material are caused by several factors, both internal and external factors. Internal factors that come from within students can be, among others, learning motivation, intelligence, habits, while external factors that come from outside the student such as teachers, learning models, facilities and infrastructure, curriculum, and learning environment. Factors closely related to the role of teachers in learning are approaches and learning models. A cooperative approach is needed specially to increase students' attention when learning (Sudayat, Nurhadi, and Rahma, 2019).

The selection of the right approach and learning model is expected to be an alternative in an effort to improve student learning outcomes. Of course, these approaches and models must condition students to actively participate in the learning process so that the results can be satisfactory. The learning outcomes that will be achieved must cover three areas of competence, namely affective, cognitive, and psychomotor. To deal with the problem, to improve Sundanese fairy tale learning outcomes, is to change the learning process through using a cooperative approach with the STAD (Student Teams Achievement Divisions) model. The effectiveness of Sundanese fairy tale learning model in SMPN 38 Bandung students can be known if research is done. On that basis, a study was conducted entitled "The Use of Cooperative Approach with STAD Model to Improve Sundanese Fairy Tale Learning Outcomes in Grade VII Students of SMP Negeri 38 Bandung".

Theoretical Studies: The terms learning and teaching are two different but interrelated things. Learning refers to students' activities in changing their behavior, while learning refers to the teacher's activities in conditioning students to learn. Student learning activities are called learning while teaching teacher activities are called teaching (Sudaryat, 2017, p. 5). Learning is a result of the interaction between stimulus and response (Slavin, 2000, p. 143). In learning, there are materials that students learn or teach teachers called teaching materials or learning materials. One of the teaching materials is language. Learning or teaching materials in the form of language is called language learning or language teaching. The activities carried out by students in learning the language are called Language learning (Sudaryat, 2017, p. 6). The final result (output) of learning is the ability of qualified students. The quality of learning outcomes is determined by input factors and the learning-teaching process. Input factors can be basic input (raw input), environmental input (environmental input), an instrument input (instrumental input) (Suryabrata, 1983, p. 6).

Satisfactory learning outcomes can be achieved if the right approach and model are used. The approach is a process, action, or approach (KBBI online, 2019) that is philosophical, axiomatic, or theoretical (Anthoni, 1963). The language learning approach refers to the characteristics of language and language learning that become the source of language learning principles and practices. The approach that conditions students to work together is the Cooperative Approach (Johnson &Johnson, 1984). The cooperative approach consciously creates a friendly interaction so that the learning resources for students are not only teachers and textbooks but also fellow students (Nurhadi & Senduk, 2003, p. 60). In this learning approach that consciously and systematically developed interactions that *silih asih, silih asah*, and foster care between students as a practice of living in a real society. The principles are (1) positive interdependence, (2) face-to-face interaction, (3) individual accountability, and (4) social skills by establishing interpersonal relationships that are deliberately taught (Abdurrahman & Bintoro, 2000, p. 78).

One simple model of a cooperative approach is the STAD (Student Teams Achievement Divisions) model, developed by Robert Slavin et al. (2000). STAD consists of a regular cycle of teaching activities (Nurhadi & Senduk, 2003, p. 63-64), namely components (1) of the class presentation: opening, development, and training; (2) group study, (3) quizzes, and (4) group awards. Briefly, the sequence of fairytale learning steps with the STAD model, i.e. (a) Students are divided into six groups, each of which is 5-6 members; (b) The teacher presents the lesson materials to be discussed; (c) The students in the group are tasked with discussing the elements of the fairy tale; (d) The teacher gives quizzes or questions to all students, by answering them individually; (e) Teachers conduct learning evaluations; and (f) Teachers make conclusions and close learning (Sudaryat, 2017, p.: 53). The materials taught to students are very diverse according to the science of the subjects. Among others, there are Sundanese fairy tale materials. Fairy tales are commonly called folktales or community stories because they are not clearly authored and spread orally. Folklore belongs to the oral folkloric because it is spread in society orally,

by word of mouth, by chain speech (Danandjaja in Pudentia, 2015, p. 64). Folklore includes mite, legend, and fairy tales (Bacom, 1965, p.4, in Dananjaya, 2002, p.50). Rusyana (1992) explained that folktale is the result of ancient literary works in oral form, spreading hereditary in Community. According to Iskandarwassid (1996), folklore is a type of old story that is spread in the Community orally and unknown to the author (anonymous). Hence variations and versions arise. As a form of prose literature, fairy tales have the same story structure: themes, story facts, and literary means (Stanton, 1965; Isnendes, 2010, pp. 140-184). Story facts include characters and affirmations, settings, and plot, while literary facilities include a center of separation and style of language.

II.   RESEARCH METHOD

The study's design uses Classroom Action Research, which is action research conducted in the classroom (Suharsimi, 2008), as an effort to improve learning practice and see the real influence of the effort (Suyadi, 2011:17). Research steps through four stages, namely planning, implementation, observation, and reflection (Elliot, 1991; Kemmis, Taggart, 1992; Suyitno, 2013:12-14). The research took place at SMP Negeri 38 Bandung in the 2020/2021 School Year. The location of the school in Borobudur Cibaduyut Street, BojongloaKidul District, Bandung City, Phone 022-5408978. The subjects of this study were grade VIII-A students, who numbered 32 people, consisting of 14 men and 18 women. The object of the study is the use of the STAD model to improve the results of learning Sundanese Sundanese fairy tale material, the research was conducted in two cycles, each of which lasted three meetings. Cycle I have conducted three meetings, namely meeting 1 with the material Identifying the elements of fairy tales meeting 2 with the material Appreciating aspects of language and content of fairy tales, and meeting three evaluation of learning. Cycle II is conducted two meetings, namely meeting 1 with the material Reading and Compiling a summary of fairy tales, and meeting 2 with the material Retelling the contents of fairy tales. The evaluation of cycle II is conducted based on the task of summary fairy tales students and performances tell the content of fairy tales.

III.   RESULT AND DISCUSSION

Result: Exposure to class action research is essentially the result of a cycle I and cycle II. However, the results of a cycle I cannot describe the improvement in Sundanese fairy tales if it is not compared to learning outcomes in pre-cyclic. Therefore, the results of this study also presented the results of pre-cyclic. Based on the observations in the procyclical found that the results of students' learning about Sundanese fairy tales are still not satisfactory. Test results obtained in Pre-Cycle, as many as 28 people (77.78%) completed and 18 people (50%) incomplete. The lowest is 40, and the highest is 80. Pre-cycle learning results can be recapitulated as in the following table.

Table 1: Recapitulation of FairyTale Learning Outcomes in Pre-Cycle

Nu.	Indicator	f	Pre-Cycle
1.	Student achievements in the upper classes of MCC	18	50 %
2.	Student achievement in class according to MCC	10	27,78 %
3.	Achievement of students in the classroom under MCC	18	50 %
4.	Average class	36	62,92

The table above shows that the learning outcomes of students in Sundanese fairy tales in the pre-cycle with an average grade of 62.92, have not reached the target set. Therefore, it is necessary to be reminded, both in learning activities and in the achievement of learning outcomes. One of his efforts is the use of a cooperative approach with the STAD model.ch with STAD model. The observations found things that are still weak in learning, namely (1) responding to teachers, (2) doing tasks, (3) participating, (4) responsible, (5) disciplined, (6) motivation, (7) responding to reading, and (8) reflection, so it needs to be improved in cycle I. They are learning in the cycle I is carried out with a cooperative approach with model STAD. At the meeting, one student into six groups; each group consists of 5-6 people. Classically students are given an explanation of the peculiarities and elements of fairy tales. In the group, students are tasked with reading fairy tales, then discussing to identify the elements. The fairytale elements identified are (1) themes and mandates, (2) characters and affirmations, (3) plots, (4) settings, (5) separation points, and (6) stylistics. After finishing the discussion, the student asks one of the students from a particular group a question. When the lesson hours are over, the teacher closes the lesson.

In meeting 2 still cycle I, students are given an explanation about aspects of language, social functions, and the value of fairytale life. In his group, the students discussed the four elements of the fairy tale. Since there are only three subjects of fairy tales, each subject is discussed by two groups, with seats far apart. Representatives of each group presented the results of the discussion. The student asks the answer among his group about aspects of the fairy tale. The teacher provides feedback on the results of the discussion. To measure the achievement of learning,

an evaluation was conducted in the 3rd meeting of a cycle I. The elements tested related to the structure of the story, aspects of language, social functions, and the values of fairytale life. Problems are arranged in an objective form with multiple choice. The teacher handed out a question sheet, and the student answered it. The evaluation results showed the recall of learning outcomes, which is the average grade of 77.50. The increase was 14.58 compared to pre-cycle learning results with an average grade of 62.92. In summary, the results of learning fairy tales in cycle I can be customized as follows.

Table 2. Recapitulation of learning outcomes cycle I

Nu.	Indicator	Cycle I
1.	Student achievements in the upper classes of MCC	47,22 %
2.	Student achievement in class according to MCC	27,78 %
3.	Achievement of students in the classroom under MCC	25 %
4.	Average class	77,50

Based on the observations of the activities in cycle I obtained the picture that the students have improved such as in asking questions, expressing opinions, expressing approval, giving disclaimers and rejections of opinions along with strong reasons and evidence to maintain their arguments. However, there are still some students who still seem passive, and tend to be silent not to issue their opinions in the slightest. To such students, the teacher gives a re-question whose answer has been answered by his colleague. Learning in cycle II is carried out two meetings still with a cooperative approach with the STAD model. At meeting 1, after the apperception, students were given an explanation on how to "Compile a summary of the fairy tale". Students discuss compiling a summary of the fairy tale assigned by the teacher. Representatives of each group collected the results of a summary of the fairy tale. The teacher gives feedback on the fairytale summary. For the next meeting, students are tasked with memorizing a summary of the fairy tale.

At the 2nd meeting of cycle II, the teacher performs an apperception and explains the activities that must be done by the students. Each student is alternately assigned to retell the contents of the fairy tale that has been read and summarized. During the learning process, teachers and observers observe learning activities and assess students' appearance in retelling the contents of fairy tales. Teachers provide feedback and close learning activities. The results of the study in cycle II are done through an assessment of the summary of fairy tales and the appearance of retelling the contents of the fairy tale. From the assessment obtained an overview of the improvement of learning outcomes by 14.17. The average class in cycle II was 91.67, higher than the class average in cycle I, with an average of 77.50. This is seen in the following table.

Table 3. Recapitulation of learning outcomes cycle II

Nu.	Indicator	Cycle II
1.	Student achievements in the upper classes of MCC	83.34%
2.	Student achievement in class according to MCC	8,33 %
3.	Achievement of students in the classroom under MCC	8,33 %
4.	Average class	91,67

The table above shows that student achievements in accordance with and above the KKM increased. On the contrary, the achievements of students under the KKM according to. That is, the cooperative approach with the STAD model in cycle II succeeded in improving students' learning outcomes in Sundanese fairy tale material.

IV. DISCUSSION

The learning process is a transactional process to develop students' potential actively and creatively as optimally as possible. In order to realize the activities and creativity of students during the learning process, it is necessary to motivate learning and conducive learning situations. Therefore, the learning process is carried out through certain steps in accordance with the approach and learning model used. There are basically three main learning activities, namely preliminary activities, core activities, and closing activities. Improving students' learning outcomes in Sundanese fairy tales can be done in various ways, among others, through a cooperative approach with the STAD model.

To measure the effectiveness of these approaches and models, learning actions are needed. Fairytale learning outcomes are said to increase if there is a difference between the results of prates, cycle I, and cycle II. The results

of the pre-cycle study illustrate that the competence of students in Sundanese language learning, including in fairy tale material, is still not satisfactory. The average student score of 62.92 is below KKM 70. The number of completed and incomplete students is balanced, each amounting to 18 students (50%). Pre-cycle learning outcomes are the result of learning without using a cooperative approach with the STAD model.

After the fairytale learning in cycle, I using a cooperative approach with the STAD model, students' learning outcomes changed and increased by 14.58 compared to pre-cycle learning outcomes. The average grade score in the pre-cycle of 62.92 increased at cycle I to the average grade score of 77.50. In addition to improved learning outcomes, there is also a change in the learning attitude of students who are initially passive to be participatory active. Even so, there are still drawbacks that must be fixed in learning in cycle II. Fairy tale learning in cycle I still shows weaknesses, in addition to many students who have not completed the learning, there are also quite a lot of students who are still passive, less enthusiastic, and less courageous in communicating the results of identification or appreciation of Sundanese fairy tales. Therefore, the lack of learning in cycle I is improved in cycle II, although learning activities still use a cooperative approach with the STAD model. The results of learning in cycle II changed and improved compared to cycle I of 14.17. The average grade value in cycle I of 77.50 increased in cycle II to the average class value of 79.03. In cycle II, students completed learning increased to 33 people (83.34%). On the contrary, the incomplete learning decreased to 3 people (8.33%). In addition to the improved learning outcomes, there is also a change in the learning attitude of students who at first are still passive to many who are actively participatory because learning leads students to communicate Sundanese fairy tales. By looking at each of the learning outcomes in Sundanese fairytale material in pre-cycle, cycle I, and cycle II, the comparison results are obtained as shown in the following table.

Table 4. Comparison of the progress of learning outcomes

No.	Indicator	Pre-Cycle	Cycle I	Cycle II	Info.
1.	Student achievements in the upper classes of MCC	22,22%	47,22%	83,34%	Increased
2.	Student achievement in class according to MCC	27,78%	27,78%	8,33%	Decreased
3.	Achievement of students in the classroom under MCC	50,00%	25,00 %	8.33%	Decreased
4.	Average class	62,92	77,50	79.03	Increased

Based on table 4 above, it appears that students' learning outcomes in Sundanese fairy tale materials improved after learning using a cooperative approach with the STAD model. From an average grade score of 62.92 in the pre-cycle, there was an increase in cycle I to an average score of 77.50 and in cycle II to 79.03. The increase was 14.58 in cycle I and 14.17 in cycle II. Judging from MCC standard 70, the achievement of students above KKM or students who complete learning increases rapidly. That is the use of a cooperative approach with an effective STAD model to improve student learning outcomes in Sundanese fairy tales in grade VII-G students of SMP Negeri 38 Bandung. The positive impact gained from the use of cooperative approaches with the STAD model in fairy tale learning, among others, is that (1) Students have a greater responsibility in carrying out their learning; (2) Students master the knowledge in depth to learn the teaching materials; (3) Students are more actively participatory in learning; (4) students' learning achievements are further improved: (5) Developing character qualities such as friendship, sincerity, and tolerance; and (6) Cultivating students' courage and confidence in communicating their knowledge, ideas, and feelings, on the other hand, the teacher's ability to develop a learning model becomes developed and better.

V.   CONCLUSION
The learning outcomes of grade VII-G students of SMP Negeri 38 Bandung are seen from observations and evaluations in pre-cycle learning, cycle I, and cycle II. The results of learning in the pre-cycle illustrate that the competence of students in Sundanese fairy tale learning is still not satisfactory, still below KKM 70, which is the average student score of 62.92. Student learning outcomes in cycle I showed quite satisfactory competence, being above MCC with an average student score of 77.50. The results of learning in cycle II showed satisfactory student competence, above MCC, which is the average student score of 79.03. By comparing the results of learning in pre-cycle, cycle I, and cycle II, there was an increase in learning outcomes of 14.58 from pre-cycle (average grade score of 62.92) with cycle I (average grade score of 77.50) and 14.17 from cycle I with cycle II (average 79.03). The improvement of the learning outcomes proves that the use of the cooperative approach with the STAD model is effective in improving students' learning outcomes in Sundanese fairy tales in grade VII-G students of SMP Negeri 38 Bandung. The application of a cooperative approach with the STAD model in Sundanese fairy tale

learning reflects at least four things, namely (1) being able to enable students to do learning activities according to their abilities; (2) able to improve the results of learning Sundanese optimally; (3) able to increase students' motivation and learning activities; and (4) able to carry out learning in accordance with the situation and conditions of students and the student's learning environment.

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