Application of STAD Cooperative Model in Learning to Analyze the Systematics of Essay Texts and Literary Criticism

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Abstrak

This study aims to describe the results of students' work on worksheets and determine students' responses to the STAD type cooperative model in learning to analyze the systematics of essay texts and literary criticism. The subjects in this study were students of class XII MIPA 2 SMAN 4 Kota Cirebon. In this study, the method used was classroom action research method with descriptive analysis technique. The results showed the results of students' analysis in learning to analyze the systematics of essays and literary criticism obtained an average score of 92.88 from a total of 28 students with the highest score of 100 and the lowest score of 70. Meanwhile, students' responses to learning by using the STAD type cooperative model obtained good results. This can be seen from the percentage of each indicator which tends to be high in the "agree" option. Nevertheless, there are still percentages that show students' disagreement with the questions asked. For example, in the indicators of gathering information, collaboration, and finalizing the results of the analysis which has a fairly high percentage compared to other indicators.

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1. INTRODUCTION

Learning is a system consisting of various components that are related to each other. According to Ahyar, et al (2021), these components consist of learning objectives, materials, methods, and evaluation. The four components must be considered by an educator in determining the approach and learning model because it will affect the success rate of the learning carried out by the teacher in the classroom.

Based on the results of observations and distributing questionnaires, students of class XII MIPA 2 SMA Negeri 4 Kota Cirebon tend to be lazy when faced with long texts in Indonesian language learning. On the other hand, they expect learning that provides opportunities for students to express opinions and ideas to both teachers and students. In addition, they also expect two-way learning, namely through question and answer activities or discussions.

From this information, teachers must design systematic learning activities. In designing systematic learning activities, teachers need to determine models and methods that are in accordance with the characteristics of students. The models and methods used must also lead to student centered learning. One of the learning models that is in accordance with the characteristics of the problems in class XII MIPA 2 SMA Negeri 4 Kota Cirebon is the STAD Type Cooperative Learning Model (student team achievement divisions).

The STAD Type Cooperative Learning Model (student team achievement divisions) is a learning model that can motivate students to work together to solve problems and increase their understanding of critical thinking (Fahik, 2023). This learning model is carried out by dividing students into small groups of 4-5 members. According to Fitriani in Abrori & Sumadi (2023), there are steps in implementing the STAD type cooperative model, namely conveying objectives and motivating students to be active in the learning process, conveying information related to learning materials comprehensively, organizing students in small groups, evaluating students' understanding through presentation and guidance activities, and giving appreciation to each group.

Based on this background, this study aims to describe the results of students' work on worksheets and determine students' responses to STAD type cooperative learning in learning to analyze the systematics of essay texts and literary criticism with the title "Application of STAD Type Cooperative Model in Learning Essays and Literary Criticism".

2. RESEARCH METHODS

The subjects in this study were students of class XII MIPA 2 SMAN 4 Kota Cirebon. In this study, the method used was classroom action research method with qualitative descriptive analysis technique. Classroom action research is a research process on learning problems found in the classroom with planning based on self-reflection and solved through several pre-planned actions (Sanjaya in Fahmi, 2021).

In classroom action research, researchers use several steps, namely planning, implementation, observation, and reflection (Saraswati, 2021). In the planning stage, researchers identified problems, formulated problems, and solved problems from the questionnaire results by producing a learning plan. In the implementation and observation stages, researchers implemented the learning design that had been carried out in the classroom while observing students' activities. The reflection stage is the last stage carried out by teachers

and students. Teachers reflect on learning and students provide reflections by filling out learning feedback through google forms.

Meanwhile, in this research, the technique used is qualitative descriptive analysis technique. According to (Fadli, 2021) qualitative descriptive analysis technique is a technique used to describe, summarize, and analyze data qualitatively through direct observation. This method produces descriptions and interpretations regarding the results of students' work on worksheets and knowing students' responses to the STAD type cooperative model in learning to analyze the systematics of essay texts and literary criticism.

3. RESULTS AND DISCUSSION

In learning essay texts and literary criticism, teachers design materials that have been adjusted to the learning objectives. The following is the application of the STAD type cooperative model in learning to analyze systematic essays and literary criticism through discussion activities.

Figure 1: Implementation of STAD Learning (Discussion)

Based on the picture above, STAD cooperative learning is conducted to fulfill the needs of students, such as learning that provides opportunities for students to express their opinions and ideas and two-way learning through question and answer activities.

Figure 2. Debriefing of Analysis Results

The picture above shows the activities of students in question and answer activities between groups from the results of the analysis that has been done previously. Presentation activities through question and answer activities are carried out using a web spin wheel to determine which group will make a presentation.

Implementation of STAD Model in Learning to Analyze Essay Systematics and Literary Criticism

Based on the results of the implementation carried out on February 21, 2024, researchers implemented the application of the STAD type cooperative model in learning to analyze the systematics of essay texts and literary criticism in class XII MIPA 2 SMA Negeri 4 Kota Cirebon with 28 students and the learning objective "students can analyze the systematics of essay texts and literary criticism through discussion activities".

Table 1. Recapitulation of Assessment Results (Sri Esterina, 2022)

Criteria	Score	Number of Student	Average
High	80 – 100	26	90,38
Medium	79 – 50	2	70.00
Low	49 – 20	0	0
Overall average			92,88
Overall criteria			High

Based on the table above, the worksheet used contains three systematics that must be analyzed along with the reasons. The results of the students' work obtained an average score of 92.88 from a total of 28 learners with the highest score of 100 and the lowest score of 70 (two groups scored 100, four groups scored 90, two groups scored 80, and one group scored 70).

Learners' Responses to Using the STAD Cooperative Model in Learning to Analyze Systematic Essays and Literary Criticism

In learning, students' responses or feedback are needed as a form of learning evaluation so that teachers can improve learning at the next meeting. The response questionnaire is prepared based on several indicators, including indicators of learning interest and activeness. In the questionnaire, there are ten questions that contain students' interest and involvement in learning to analyze systematic essays and literary criticism. The following are the results of the analysis of students' responses in learning to analyze the systematics of essays and literary criticism.

Table 1. Results of Student Responses to Learning to Analyze Essay Text Systematics and Literary Criticism

No	Indikator	SS	S	TS	STS
Learning Interest Indicator					
1	Feeling of pleasure	7,4%	88,9%	3,7%	0%
2	Paying attention to the material	18,5%	77,8%	3,7%	0%
3	Feeling enthusiastic and excited	22,2%	77,8%	0%	0%
Activeness Indicator					
4	Following the teacher's direction	25,9%	74,1%	0%	0%
5	Asking question i fyou don't understand	14,8%	81,5%	3,7%	0%
6	Completing the analysis results	11,1%	81,5%	7,4%	0%
7	Getting benefits after learning	14,8%	81,5%	3,7%	0%
8	Comfortable learning environment	22,21%	74,1%	3,7%	0%
9	Collaborate	14,8%	74,1%	11,1%	0%
10	Gather information from various sources	3,7%	88.9%	3,7%	3,7%

Based on the table above, students' responses to learning using the STAD type cooperative method show good results. This can be seen from the percentage of each indicator which tends to be high in the "agree" option with an average of 80.02%. Nevertheless, there are still percentages that show students' disagreement with the questions asked. For example, in the indicators of gathering information, collaboration, and completing the analysis results which have a fairly high percentage compared to other indicators.

Based on classroom observations during the learning process, this happened for several reasons, namely students only relied on information that the teacher conveyed through slides, there were several students who felt they were working alone, and one group had not succeeded in completing the analysis results as a whole. Therefore, many students answered disagree and even strongly disagree with the questions asked.

4. CONCLUSION

Based on the data obtained from the research results, it can be concluded that the results of students' work on the learning worksheet to analyze the systematics of essay texts and literary criticism obtained an average score of 92.88 from a total of 28 students with the highest score of 100 and the lowest score of 70. Meanwhile, students' responses to learning using the STAD type cooperative method showed good results. This can be seen from the percentage of each indicator which tends to be high in the "agree" option with an average of 80.02%.

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