THEMATIC LEARNING AND ITS APPLICATION IN THE LEARNING PROCESS

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Abstract:

Cooperative learning arises from the concept that learners will more easily find and understand complex concepts if they discuss them with their friends. Students regularly work in groups to help each other solve complex problems. This type of research is a case study. This conclusion research can be that the planned implementation of cooperative learning model type STAD includes; 1) the teacher prepares the program of the semester and syllabus compiled together a team of the KKG at the beginning of the semester. 2) preparing lesson plans. Making model cooperative type STAD includes 1) The Beginning, 2) the Core Activities, and 3) The End of the Activity. At the same time, the impact of the STAD Cooperative learning model on the learning theme in improving students' learning outcomes has a positive and negative effect.

Keywords: cooperative learning, STAD, thematic learning, learning outcomes

Abstrak:

Pembelajaran kooperatif muncul dari konsep bahwa peserta didik akan lebih mudah menemukan dan memahami konsep yang sulit jika mereka saling berdiskusi dengan temannya. Peserta didik secara rutin bekerja dalam kelompok untuk saling membantu memecahkan masalah-masalah yang kompleks. Jenis penelitian ini adalah kulaitatif dengan pendekatan studi kasus. Dari hasil penelitian ini dapat dismpulkan bahwa perencanaan penerapan model pembelajaran kooperatif tipe STAD diantaranya; 1) Guru menyiapkan program semester dan silabus yang disusun bersama tim KKG pada awal semester. 2) Menyusun RPP. Penerapan model kooperatif tipe STAD dengan meliputi: 1) Kegiatan Awal 2) Kegiatan Inti 3) Kegiatan Akhir. Sedangkan dampak penerapan model pembelajaran Kooperatif Tipe STAD pada pembelajaraan tematik dalam meningkatkan hasil belajar peserta didik memiliki dampak positif dan negatif.

Kata kunci: *Pembelajaran kooperatif, tipe STAD, pembelajaran tematik, hasil belajar*

Introduction

Islamic State Elementary School 2 Jember is one of the primary schools under the Ministry of Religious affairs. In developing education at Islamic State Elementary School 2, Jember has gained many academic and non-academic. Islamic State Elementary School 2 Jember is also a Madrasah model in Jember regency; the achievements achieved quite a lot; Islamic State Elementary School 2 Jember also has a wide area when compared with Islamic State Elementary School other in Jember Regency, [1] the last few years Islamic State Elementary School 2 Jember have the opportunity to be a champion in every race of district and province. All is not separated from the role of teachers as educators and teachers in the class with the method and learning model used is also the role of the head of the *madrasah* who continues to strive to give the best facilities

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[1] Hindanah, wawancara, Jember 2 Mei 2019.

for the students in the classroom and the activities outside the school that can support the achievement of learners.

An indication that education in a school is successful is what is given to learners according to their needs and the desired community and parents. Law No. 23 the Year 2002 Article 9 of the protection of the child states that every child has the right to obtain education and teaching in developing his personality and level of intelligence by the interests and talents.[2] Thus every child has the same rights in education.

One of the efforts done by the teacher-class in increasing the achievement of students in the classroom by doing the process of learning to the maximum, some of the effort away from planning learning either in the form of learning tools such as syllabus, lesson plans and in the use of the appropriate model. Preparing the lesson plan is expected to help students achieve academically more easily. One learning model applied in Islamic State Elementary School 2 Jember and managed to fix the result of learning initially low to be better even above the KKM (*Madrasah Working Group*) is a Cooperative learning model Type STAD (Student Teams Achievement Divisions). This learning model has been applied in class IVA Islamic State Elementary School 2 Jember since 2018, precisely in the second half. For some reason, the class teacher IVA at that time in the application of cooperative learning model type STAD (Student Teams Achievement Divisions) is:

a. Have learners who value academic low

b. Have learners who are slow in accepting the lesson

c. Have learners who are often not the focus when teaching takes place so that the enabled state of the class is not conducive

d. There are some learners who have less confidence.

Based on the problems above thus, some effort has been made by the class teacher IVA them :

a. Applying cooperative learning model type STAD (Student Teams Achievement Divisions) in thematic learning improves students' learning outcomes

b. And always give innovation in learning.[3]

Then the work done by the class teacher IVA by the Word of God that is in Al Quran sura Al-Maidah verse 35 :

$$\text{يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ وَجَاهِدُوا فِي سَبِيلِهِ لَعَلَّكُمْ تُفْلِحُونَ}$$

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[2] Sekretariat Negara RI, Undang-undang Republik Indonesia Nomor 23 Tahun 2002 tentang Perlindungan Anak
[3] Agus Salim, wawancara, Jember 3 April 2019.

"O, believers! Be mindful of Allah and seek what brings you closer to Him and struggle in His Way so that you may be successful."[4]

This verse implies that Islamic education is needed as the proper method to achieve educational goals aspired.[5] Learning model cooperatively with air STAD each able to improve the study's results also creates a conducive classroom atmosphere. Learners concentrate more when the learning activities take place. The learning model is suitable if applied in thematic learning because the learning theme is identical to the group's work.

Islamic State Elementary School 2 Jember has been implementing thematic learning since 2016. Its application gradually begins from grade 2 and grade 5 and then in the next semester in the application to class 1. Class 4 in mid-2017 Thematic learning applies in all categories from classes 1 to 6. According to the Head of the *Madrasah's* exposure, the beginning of the implementation of Thematic learning has some problems. Many teachers need clarification about how to implement the learning model in a class and adjustments to the learning model.[6] Applying the cooperative learning model type STAD is expected to help resolve some of the problems in thematic learning as experienced by some teachers at the beginning of the implementation of thematic learning.

Cooperative learning arises from the concept that learners will more easily find and understand complex concepts if they discuss them with their friends. Students regularly work in groups to help each other solve complex problems. Thus, the nature of the social and peer groups becomes the primary aspect of cooperative learning. In classrooms that apply collaborative learning, learners will learn in small groups of 4-5 in the same class. Still, differences are suitable for ability, gender, ethnicity/race, and they help each other. The group's establishment aims to allow all learners to participate in thinking and learning activities actively. While working in a group, the task of the group members is to achieve mastery of the material presented by the teacher and help each other friends a bunch of those to gain knowledge of learning.

Applying the STAD method, a teacher could only convey the lesson, then give time to students to discuss and answer questions related to it with group members. Members of the group can be of different types and levels of ability, consisting of students who have high achievement, medium, and low, men and women, and come from different ethnic backgrounds. After getting the opportunity to learn with their teams, the students do the quiz individually.[7]

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[4] Al-Quran, 5: 35
[5] Abdul Mujib, *Ilmu Pendidikan Islam* (Jakarta: Kencana, 2006), 165.
[6] Hindanah, wawancara, Jember, 2 Mei 2019.
[7] Robert E. Slavin, *Cooperarive Learning Teori, Riset dan Praktik* (Bandung: Nusa Media, 2005) 8.

STAD motivates the learners to support each other and help each other in mastering the skills taught by the teacher. If learners want their team to get an award, they must help their teammates learn the material. They should support their teammates to do their best to show that learning is essential, valuable, and fun.

Based on previous research that has been carried out related to this research, as Yusnani titled Improve Result learn some ways of Social Science Through Cooperative Learning Model Type STAD with the results of the study that has been an increase in learning outcomes of students through learning using STAD cooperative model this increase is characterized by an increase in mastery teaching the results of daily tests.[8]

It is also reinforced by previous research conducted by Tamarson by applying the STAD Cooperative Learning Model To Improve Learning Outcomes. With the results of the study, there has been an increase in learning outcomes in each cycle, even in cycle 3; there are 8 students with achievement competence who can be said to be 8 of the learners who obtained a value far above the KKM specified. Thus, some of the research turned out that the application of the STAD cooperative learning model is expected to provide good benefits for students in terms of academic and social relationships between learners in the classroom.

The exciting thing in this study is the pattern of collaboration carried out by students in understanding learning. The cooperation design to improve the quality of essentials is carried out to strengthen scientific capacity with a cooperative learning model. Based on the background mentioned above, the researcher is interested in picking up this topic because not infrequently, we meet the learning process in the classroom that are less favorable due to the lack of interaction between students, motivation in the school, and governance of the corresponding class, so it has implications for the learning outcomes of students. Therefore, the authors raised a title: "Application of Cooperative Learning Model Type STAD (Student Teams Achievement Divisions) On the Learning Thematic In Improving Students' Learning Outcomes in Islamic State Elementary School 2 Jember".

Learning Cooperative

In simple words, cooperation means doing something together to help each other as one group. Cooperative learning refers to various teaching methods where students work in small groups to help each other learn the subject matter. In-class cooperative, the learners are expected to help each other, discuss and argue, hone the knowledge they possessed at that time, and close the gap in their understanding of each.[9] How to learn cooperative rarely replace the instruction

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[8] Yusnani, *"Meningkatkan Hasil Belajar Ilmu Pengetahuan Sosial Melaui Model Pembelajaran Kooperatif Tipe STAD Pada Siswa Kelas VIIIB N Bangkingan Tahun Pelajaran 2015/2016"*, Jurnal Pendidikan Tambusai, Vol 1, NO.2, 2017, 42.

[9] Slavin, *Cooperarive Learning Teori, Riset dan Praktik*, 4.

given by the teacher. Still, more often, it returns to the seating arrangement of the individual, how to learn individually, and the encouragement of that individual.

Anita Lie in Isjoni called Cooperative Learning, with the term learning teamwork, a learning system that allows the learners to cooperate with other students in structured tasks. [10] Further, Cooperative Learning only runs if already formed one group or a team in which students work as directed to achieve the goals that have been determined with the number of members of the group generally consisting of 4-5 people.

Djahiri K in Trianto mentions Cooperative Learning as cooperative group learning, which demands the implementation of a learning approach that is learner-centered, humanistic, democratic, and tailored to the ability of students and the learning environment. Thus, the learning cooperative can learn about students' lives in the classroom or school. The learning environment also develops and improves and develops learners' potential while providing realistic live training. [11] So, Cooperative Learning can be formulated as learning activities in the group focused, integrated, effective, and efficient in the direction of the search or examined through cooperation and mutual help (sharing) to reach the process and the results of productive learning (survive).

Face Cooperative Learning Model Student Teams Achievement Divisions (STAD)

The steps of STAD cooperative learning are based on cooperative measures, which consist of six steps or phases. These phases in this learning as presented in the following table.

Table 1

Phase-to-phase Cooperative Learning Type STAD[12]

Phase	Teacher's Activities
Phase 1 **Convey the purpose and motivate students**	Convey all of the learning objectives to be achieved in the lesson and motivate your students to learn
Phase 2 **Serves/conveys information.**	Present the information to students with a way to demonstrate or through the reading materials
Phase 3 **Organize students in groups to learn**	Explain to the students how to form study groups and help setiapkelompok to make the transition as efficiently
Phase 4 **Guide group work and study**	Guide groups to learn by the time they do their duty

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[10] Isjoni, *Cooperative Learning Mengembangkan Kemampuan Belajar Berkelompok,* 16.
[11] Isjoni, *Cooperative Learning Mengembangkan Kemampuan Belajar Berkelompok,* 6.
[12] Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, 54.

Phase 5 Evaluation	Evaluate the results of the study about the material that has been taught or each group presented the results of its work
Phase 6 Give award	Looking for ways to appreciate both the effort and the results of the study of individuals and groups

Methods

This study uses a qualitative approach; according to Sugiyono, objects studied in a qualitative approach are natural objects, where the object develops what it is, not manipulated by the researcher. The researcher's presence does not affect the dynamics of the object. [13] A qualitative approach was used to reveal in-depth data about the Cooperative Learning Model Type STAD In Thematic Learning in Improving Learning Outcomes of Students who already applied by teacher MIN 2 Jember in class IVA.

This type of research is a case study. Case study research is a qualitative approach in which researchers explore real life, the system of limited contemporary (case), or diverse systems limited (various causes) through collecting data detail and depth that involves diverse sources of information. [14]

Results and Discussion

The planned implementation of cooperative learning model type STAD (Student Teams Achievement Divisions) on the learning theme improves students' learning outcomes (a Case Study in Class IVA) in Islamic State Elementary School 2 Jember.

Based on the results of the findings of the study can be seen that the planning of the implementation of cooperative learning model type STAD (Student Teams Achievement Divisions) on the learning theme in improving the learning outcomes of students (a Case Study in Class IVA) in Islamic State Elementary School 2 Jember, among others, the teacher prepares the annual program, semester program, the syllabus together with the team of the teacher working group at the beginning of each semester and do the preparation of RPP (Lesson Plan) together with the class teacher IVB contents gallop on the syllabus and not to forget the manufacture of RPP is also associated with the situation around so that the contents of the lesson plan can be by the Curriculum 2013.

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[13] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2009), 8.
[14] John W. Creswell, *Penelitian Kualitatif dan Desain Riset* (Yogyakarta: Pustaka Belajar, 2015), 135.

Lesson planning is a series associated with the procedure- the determination procedure carried out during the learning process to achieve the desired learning objectives. The opinion of Abdul Majid reinforces this. Namely, Planning contains a series of rulings that explain the learning objectives, policy determination, determination, and activity determination based on the daily schedule.[15] So lesson planning is a design activity prepared before carrying out the learning activities in the classroom to learn to the maximum.

Planning in the learning activities attempts to determine the various activities that will be implemented and develop teaching programs to achieve learning objectives. The story of the teaching program in question is the formulation of what it will do for teachers and learners in the learning process to achieve learning goals, prior teaching, and activities carried out.

Activity will go well and smoothly to achieve the goal as expected if planned. We plan the learning and teaching estimates regarding the actions to be performed when implementing the learning.

Therefore before carrying out the activities of the learning process required, the presence of RPP (lesson plan) as well as data obtained from the field, that the application of cooperative learning model type STAD (Student Teams Achievement Divisions) on the learning theme in improving the learning outcomes of students in Islamic State Elementary School 2 Jember teachers prepare lesson plans in advance with the teacher of the class IVB before teaching with the aim that the implementation of the teaching and learning activities can be by the desired. In addition, the class teacher IVA also set up a learning media in the form of the material, whiteboard, and markers as the leading media, and some of the props prepared by the teacher to facilitate the understanding of students of the material presented.

The application of Cooperative Learning Model Type STAD (Student Teams Achievement Divisions) On the Learning Thematic In improving the Learning Outcomes of Students (a Case Study in Class IVA) in Islamic State Elementary School 2 Jember

At this stage, the implementation of thematic learning in class IVA MIN 2 Jember has several steps: the initial activity (the opening), the core activities, and the cover activities. The initial Agus Salim is a greeting, prayer, and supervisor of students' attendance. It then provides an overview of the material to be covered, and the last teacher explains the stages that will be passed to the learners during the learning process. The core activities carried out after submitting the learning objectives will be delivered. It contains the implementation and discussion of the themes

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[15] Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru* (Bandung: Remaja Rosdakarya, 2007), 15-16.

and sub-themes through various learning activities using different models, media, and props to understand the material presented quickly.

Cooperative learning Model type STAD (Student Teams Achievement Divisions) is applied to the theme of the 9 sub-theme 1 learning 1 Agus Salim started teaching by giving greetings, inviting learners to pray, asking how student learners, punching the clock one by one the students, repeat a little learning yesterday, said that the purpose of learning these days. At the core, Agus Salim began to convey the material on Theme 9, the Wealth of my Country Sub-Theme 1, the Richness of a Source of Energy in Indonesia Pb 1. After explaining, Agus Salim divided the learners into a group; Agus Salim split the group according to the order of the absent group 1 absent number sequence 1-5, group 2 absent numbers 6-10, and so on.

After all the students get into groups, they must move their seats according to their respective groups. Agus Salim guides students in working on tasks in groups. Agus Salim gave 20 minutes to discuss and work on the job. After 20 minutes, Agus Salim told representatives of each group to advance to convey the results of the group's work in front of the class and the learners. The other is allowed to give the question to the group's representative in the future, which happened during a class discussion with students and Agus Salim. When all the group representatives had come forward, class Agus Salim told the students to go back to their seats each, and Agus Salim gave the task to be done independently. After all the learners work on the job, independent learners collect the book's theme in the master table for the value and the answer done by the group.

He was learning stops for a moment because of the hours of rest. 11.00 students back to class to continue learning unfinished. Agus Salim inform that pemebelajaran continued. At the end of the activities or cover, Agus Salim evaluates early learning and clarifies answers for less precise students. After that, Agus Salim announced the group with the highest value and gave a reward in the form of a policy that is the time of day Friday; tomorrow, the group with the highest value does not need to do a picket on Friday clean. Agus invites students to pray as a sign of the end of learning activities. After praying, Mr. Agus says salam then the students answer.

Cooperative learning Model type STAD (Student Teams Achievement Divisions) is also applied to the theme of the 9 sub-theme 1 learning 3 After students finished praying, Agus Salim said hello, say hello learners, began to punch the clock, repeat learning yesterday, said that the purpose of learning these days.

After delivering the day's learning objectives at the core, Agus Salim began to convey the material on Theme 9, the Wealth of my Country Sub-Theme 1, the Richness of a Source of Energy in Indonesia learning to 3 after explaining the material; Mr. Agus divided the students into several

groups. Agus Salim separates the groups using counting. After that, the learners gather the appropriate number sequence. After entering the group, the learners must move their seats according to their respective groups. Agus Salim guides students in working on tasks in groups. Agus Salim was given 20 minutes to discuss and work on the job. After the time was up in 20 minutes, Agus Salim told representatives of each group to advance to convey the results of the group's work in front of the class. When all the group representatives were born in front of the course, Agus Salim told the students to return to their seats, and Agus Salim gave the task to be done independently. The recess bell rang learning was stopped temporarily. After the bell sign of the ending break reads, all the students enter the class; after the participants have been in their respective places, Agus Salim directs learners to continue with the task that has been given. After working on the job, the learners collect the task book on the teacher's desk for the value and the answer done by the group. At the end of the activities or cover, Agus Salim evaluates early learning and clarifies solutions for less precise students. After that, Agus Salim announced the group with the highest value and called the group to come to the front and then given a reward in the form of applause from the students of class IVA and additional weight. After that, the learners are welcome to return to their seats, then Agus Salim invites students to pray as a sign of the end of learning activities today. Students answer Agus Salim's greetings after praying for Agus Salim to say salaam.

Applying the cooperative learning model type STAD (Student Teams Achievement Divisions) is expected to draw learners' attention and spark spirit in self-learners so that learners can learn comfortably and not be impressed boring.

Stages implementation of the model cooperative type STAD (Student Teams Achievement Divisions) is as follows:

a. Learners are divided into groups of 4-5 people in a heterogeneous (mixed according to achievement, gender, ethnicity, and others).

b. The teacher presents the material.

c. The teacher gives the task to the group to work together and help each other.

d. Give the quiz/questions to all students. At the time of answering the quiz should not help each other.

e. The granting of awards to the group that obtains the highest value.

f. Cover.

The last stage is the cover activity, which can be defined as the activities performed by the teachers to end the learning activities. Usually, Agus Salim, before ending learning activities, provides a comprehensive overview of what has been learned by the students related to previous

experience to see the extent to which the success rate of learners and teachers in the implementation process of learning.

Agus Salim, a teacher at MIN 2 Jember, explains that evaluating thematic learning using cooperative learning model type STAD (Student Teams Achievement Divisions) in class IVA is a specialized form of a written test that includes three realms of valuation: cognitive, affective, and psychomotor development of the learners on a faithful day.

After the plan is carried out, a teacher evaluates the achievement that the teacher has planned. It assesses the extent to which the success rate of learners and a teacher's success in delivering learning material.

According to Abdul Majid, thematic learning is one way to boost the quality of the u.s. The nation's network towards a better needed the courage to take the policy to fix the system test as an assessment tool. The assessment of thematic learning emphasizes the assessment process and results of learning by applying authentic assessment. [16]

Based on these statements, then the evaluation of the thematic learning in class IVA MIN 2 Jember using the evaluation of authentic assessment in the form of a written test can give an immediate picture of the development of the learners in the learning process. The check is presented as questions that the learners should answer.

The impact of negative and positive Implementation of Cooperative Learning Model Type STAD (Student Teams Achievement Divisions) On the Learning Thematic In improving the Learning Outcomes of Students

Thematic learning is one way to boost the quality of national education towards better-needed courage to take the policy to fix a test system used as an assessment tool. In the evaluation of learning, by applying authentic assessment. [17] So it can be concluded that thematic learning is a way to improve the quality of national education.

Based on these statements, the evaluation of the thematic learning class IVA Islamic State Elementary School 2 Jember using the evaluation of authentic assessment in the form of a written test can give an immediate picture of the development of the learners in the learning process. The review presented in the form of questions should be done by the learners or other skills that use the learners' skills in the form of pictures or results in crafts in the hands of the learners as plastered on the walls of class IVA.

It can be seen that the results of research on the Application of Cooperative Learning Model Type STAD (Student Teams Achievement Divisions) On the Learning Thematic In

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[16] Abdul Majid, *Pembelajaran Tematik Terpadu*, 145.
[17] Abdul Majid, Pembelajaran Tematik Terpadu, 145.

improving the Learning Outcomes of Students (a Case Study in Class IVA) in Islamic State Elementary School 2 Jember have a negative impact is also positive, the adverse effects that :

    a. Teachers need more time at the time of learning using cooperative learning model type STAD (Student Teams Achievement Divisions), while the positive impact of the implementation of cooperative learning model type STAD (Student Teams Achievement Divisions)

    b. Teachers work extra at the time of learning using cooperative learning model type STAD (Student Teams Achievement Divisions), while the positive impact of the implementation of cooperative learning model type STAD (Student Teams Achievement Divisions)

While the positive impact is that :

    a. The learning outcomes of students in learning theme increased from the which did not reach the KKM until able to on top of KKM

    b. Learning in the classroom is fun

    c. Students become excited while teaching in the classroom.

Conclusion

The conclusion can be drawn based on the research focus, the presentation of data and analysis, as well as a discussion of the research findings from the application of cooperative learning model type STAD (Student Teams Achievement Divisions) on the thematic learning to improve learning outcomes of students of class IVA in Islamic State Elementary School 2 Jember Tahun Pelajran 2018/2019, are as follows:

The planned implementation of cooperative learning model type STAD (Student Teams Achievement Divisions) on the learning theme in improving the learning outcomes of students in this stage are some of the activities include; 1) the Teacher prepares the program of the semester and syllabus compiled together a team of the GFC on the beginning of the semester. 2) preparing lesson plans using the learning model cooperative type STAD, i.e., from the development of the syllabus, are arranged with the class teacher IVB. 3) set up the props and the media required as a media image used by teachers IVA on thematic learning theme nine sub-theme one learning to 1. 4) develop a rubric of cognitive assessment.

Model Application cooperative type STAD with 1) the Initial Activity (the opening) with the expressed purpose of learning and motivating learners. 2) the Core Activities include; a) pre-senting/conveying information to learners. b) Organize students into groups to learn. c) guiding groups to work and learn. 3) the Activities of the End (cover) include evaluation and reward.

The impact of negative-positive Implementation of Cooperative Learning Model Type STAD (Student Teams Achievement Divisions) on the learning theme in improving students'

learning outcomes has a positive and negative impact on the application of cooperative learning model type STAD. The positive effects are; 1) the learning outcomes of students be better, 2) Learning in the classroom is fun. 3) learners excited about learning activities. 3) learners have good social relationships with learners of others. While the impact of negative impacts; are 1) it takes a longer time. 2) Teachers require more extra power.

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