

ABSTRACT

The Implementation of Cooperative Learning Model STAD (Student Team Achievement Division) To Improve Student Learning Outcomes in a Sub-Theme of Cultural Diversity People. Classroom Action Research in the fourth grade students in public primary schools Lengkong Besar 105/85 school year 2016/2017.

The issues examined in this study is (1) How the lesson plan with STAD (Student Team Achievement Division) student learning outcomes in a sub-theme of cultural diversity in the classroom nation IV public elementary school Lengkong Besar 105/85? (2) How the implementation process STAD (Student Team Achievement Division) learning outcomes in the nation sub-theme of cultural diversity in public elementary school fourth grade Lengkong Besar 105/85? (3) STAD (Student Team Achievement Division) effective application of the model can improve student learning outcomes in a sub-theme of cultural diversity in the calssroom nation IV public elementary school Lengkong Besar 105/85?.

The analysis result to, (1) Plan the implementation of learning with models STAD (Student Team Achievement Division) in the first cycle was obtained a percentage of 92% with a very good category. So the lesson plan increased by 3%? (2) The implementation process of learning with models STAD (Student Team Achievement Division) in the first cycle was obtained a percentage of 86%, on the second cycle increased to 94,3%? (3) The effectiveness of the application of the model STAD (Student Team Achievement Division) for student learning outcomes in the first cycle obtained a value of 65,21% (15 student), and the second cycle obtained a value of 90,8% (20 student), so the success of student learning has increased by 25,59%?.

Eventually it can be concluded that there is an increase in student learning outcomes in teaching 4th and 5th grade students in public elementary school four major Lengkong Besar 105/85 Bandung. The learning outcomes of students has increased from pretes to two cycles with an average score of students on a pretest (47,17) with learning complete ness percentage (4,34%). Postes cycles one (71,74) with learning completeness percentage (60,87%). Postes two cycles (74,77), with learning completeness percentage (72,7%). Concluded that the implementation STAD (Student Team Achievement Division) cooperative learning model can improve student learning outcomes in a sub-theme of cultural diversity in the learning of my people and learning 4 5 on a fourth grader in the country SD Lengkong Besar 105/85 Bandung school year 2016/2017.

Keywords: STAD(Student Team Achievement Division) cooperative learning model, student learning outcomes.