

The Cooperative Lesson Model Influence of Type Student Team Achievement Division (STAD) Through the Skill Competency for the Student X MIA Senior High School State No. 1 Koto Baru Dharmasraya Regency

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Abstract - This research is purposed to reach the type cooperative lesson model influence of the Student Team Achievement Division (STAD) through the student skill competence it's used for abstract experiment to the research plan randomized control posted only design it's conducted by X MIA 2 and MIA 3 of the senior high school state No. 1 Koto Baru that is registered in 2018/2019. It uses sample technic purposive sampling for X MIA 2 as controlling for observation attitude the test data analysis are normality, homogeneity and hypothesis takes the application SPSS version 16. The result determines the significant influence between experiment class and control which is experiment for experiment class and 82, 28 for class control. The conclusion of this research is the type cooperative lesson model influence of the Student Team Achievement Division (STAD). It makes progressive skill competency for the student.

Keywords - Cooperative Lesson Model, Team Achievement Division (STAD), Student X MIA Senior High School State No. 1.

I. INTRODUCTION

Biology lesson invites the student have the competency skill system it must be taught by the teacher intensively as the teacher has to know the great teaching method in order to make the students fan to the materies and they will be potential. According to munandar (2009:40) the potencial student for academy, skill, emotional control, and spiritual moral is produced by the potential teacher that's why, the teacher is demanded to master the materies and lesson plan strategy so that the competency of the student develops.

Effective biology lesson demand the students to reach more information so that the teaching method is interest ting, fun for the students. They must be enthusiastic to answer any question, sharing ideas, critical, analysis and it makes the effective lesson class.

The beginning data collection that is conducted the writer in using the observation questionnaire for X MIA at senior high scholl state No. 1 Koto Baru November 15 2018. There is in a learning process, the attention and positive activities of the students are less. They are not self-confident to answer and give opinion in the class 61%. They worry to talk in front of the class 75%. They have low responsibity in doing assignment.

Teaching method of the teacher is quite influenced to the student result. The competency development of the student for knowledge attitude and skill are important to do. The alternative one is trying to implement the cooperative lesson model type Student Team Achievement Division. According to Mohseny and Jamour (2012: 14) Student Team Achievement Division is able to increase the interaction between the students, communicative skill progress; it

creates prestige and self-confidence for the student.

The cooperative lesson model choice type student team achievement division is found by Slavin (2009: 143) that is suitable for the teacher whether he is using the cooperative lesson. The cooperative lesson of type student team achievement division is the lesson model for four to five students that they have different ability and gender to finish the academic assignments this group takes the student in interaction with the teacher for the biology lesson process (Depdiknas, 2014).

The low ability, of the student, it will be helpful by the cooperative lesson model of tipe student team achievement division because the members of the group are already prepared to the heterogenic, another reference research by Aminah (2013).

The affective lesson is useful for the student. The student competency comprehends the knowledge, attitude and skill (Rusman, 2012: 8). The skill competency is gained from certain learning (Kunandar, 2013: 255). Skill competency is related to motoric skill and it includes parts of body or (action) that collaborate neural and muscle. (Kennedy, dkk, 2012: 15) there are five skills 1) imitation, the student can copy, see and write it, 2) manipulation, it produces activity from instruction or remembrance, 3) precision, the student are able to use the skill well in order to have a good result, 4) articulation, the student can adapt and collaborate the skill in order to have a good result, 5) naturalization, the student master the activities and skill automatically for the level strategy.

According to directorate general of basic and senior education (2017: 80). Giving scare technic for skill is based of the KD in KI-4 consist of five searing. 1) scoring practice skill, in order to measure the lesson reach of the process skill, 2) scoring product skill, measuring the lesson reach in order to have skill in producing products of the technology and art, 3) scoring project skill, measuring the student ability in order to implement the knowledge for finishing the project assignment, 4) scoring portfolio skill, the sample of the best student from KD in KI-4 describe the skill competency reach in (one semester), 5) scoring another technic skill, measuring the student skill of thinking.

Based on this background the researchers conducted research with the title "The Cooperative Lesson Model Influence of Type Student Team Achievement Division (STAD) Through the Skill Competency for the Student X MIA Senior High School State No. 1 Koto Baru Dharmasraya Regency.

II. METHOD

This research is the experiment for the research plan to use the model randomized control group posttest only design. There are two different kinds of the student. The experiment class, the student use cooperative lesson model of tipe student team achievement division and the control class use the conventional lesson model. This research is conducted to the second semester of the year 2018/2019 at senior high school state No. 1 Koto Baru consists of two classes. It uses the purposive sampling so that the X MIA 2 as the control class and X MIA 3 as the experiment class.

The data collection tool of the skill competency score is the presentation skill score and product use the score instrument model from directorate general of basic and senior education of the year 2017. It takes primer data directly exist from the research subject it uses the competency result data of the student. The data analysis technic is scoring the skill competency of the normality test, homogenitas test, and hypotesis test using application SPSS version 16.

III. RESULT AND DISCUSSION

Base to the research at senior high school state No. 1 Koto Baru from March to May 2019, the research sample X MIA 2 as control class and X MIA 3 as experiment class the research result of the skill competency of the student in ecosystem and environment change can be seen at table 1.

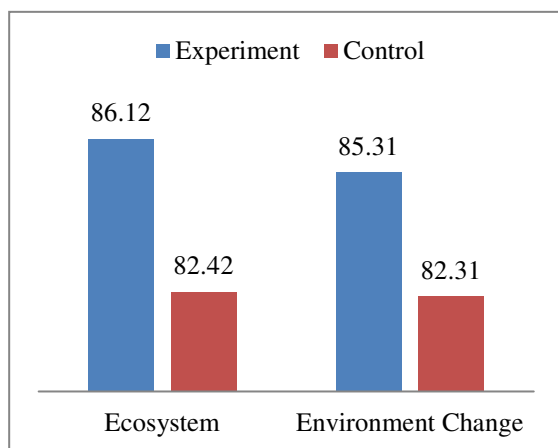
Table 1. The skill competency of the student in ecosystem and environment change.

Parameter	Class		Formation
	Experiment	Control	
Average	85,91	82,28	$\bar{x}_1 > \bar{x}_2$
Normality Test	Sig = 0,20 $\alpha = 0,05$	Sig = 0,20 $\alpha = 0,05$	Normally Distributed
Homogeneity Test	Sig = 0,82 $\alpha = 0,05$		Homogeneous Variance
Hypothesis Testing	Sig = 0,00 $\alpha = 0,05$		Sig < α

According to Table 1. The average accumulation of the skill score of the student in experiment class 85,91 and control class 82,28. The result of the data normality for two

classes being skill competency in $\text{sig} > \alpha$ it means the variant homogeny. The result of the normality test and homogeneity test that are proved to the normally distribution data in variant homogeny and it is continued to the test t, and being $\text{sig} < \alpha$ became accepted hypothesis.

As the statistic of the skill competency average difference for the student in ecosystem mastery and environment change can be seen to the picture 1.



Picture 1. The score average of the skill competency to the student in ecosystem and environment change to the sample class.

Picture 1. The skill competency score is existed from the process skill accumulations (presentation) and product for the experiment class and control to the ecosystem mastery in environment change to the sample class. So, the skill score average to the ecosystem mastery of the experiment class 86,12 and control class 82,31.

The skill competency score accumulations to the experiment class implements the cooperative lesson model higher than control class does not use the cooperative lesson model type student team achievement division it can be learned from the biology skill competency score of the student.

The product skill score can be seen from the student art ability that bases on learning mastery. Scoring indicator to the presentation skill to explain the discussion result or answer, team work and closing presentation. While scoring indicator to the product score skill is used tool, tidy, suitable mastery and effective.

It takes high score to the skill that makes positive effect for the student, because the student are demanded to talk

well and pro- active in discussion, so that the student comprehend the true lesson that has been taught by the teacher.

IV. CONCLUSION

Base on the research result that the cooperative lesson model type Student Team Achievement Division (STAD) is significantly influenced to the skill competency for the student.

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