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Cooperative Learning Model of STAD Type To Improve Activity And Achievement of Mathematics Subjects In Subject Number Material

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ABSTRACT

Purpose this study to Improve Activity and Achievement of Mathematics Subjects in Subject Number Material with Cooperative Learning Model of STAD. Type Place study is place used in do study for get the desired data. Study This located at SD 92 Kendari Research time is time ongoing study or moment study This took place. Study This held in month February semester even odd Year 2022. Subject study is students Class VI 2 SD 92 Kendari. Based on existing deficiencies and achievements Study students in cycle I who have not fulfil standard success, then study This continued in cycle II. Research results show that activity learning has in accordance with hope. Weaknesses in cycle I have overcome in cycles II so all student has reach standard completeness learn. Teacher activity in learning Cooperative model in STAD learning Mathematics obtained at the meeting First teacher activity with use learning Cooperative model in STAD learning with score of 65 or on, category enough and at the meeting second obtained score of 70 or category good and average overall obtained 67.5 or category enough. Furthermore, activity student with use learning Cooperative model in STAD learning Mathematics meeting I was at a score of 53.93 or category sufficient and meeting II obtained 64.48 or category enough and overall average obtained 59.21 or category enough. Study results student obtained the average value of achievement Study Mathematics student is 65.58. Complete students' study amya is 20 people or 64.67% and students who do not complete results learn was 14 people or 35.32%. those results show that on cycle First in a manner classic student Not yet complete learn. Teacher activity in cycle II at the meeting First teacher activity with use learning with use learning Cooperative model in STAD learning Mathematics obtained score of 80 or category well and at the meeting second obtained score of 90 or category very good and average overall obtained 85 or category ok. At the first meeting it was at a score of 76.98 or category well and. meeting H obtained 88.89% or category very good and average overall obtained 82.14 or category ok. Study results students in cycle II obtained the average value of achievement Study student is 70.29 and completeness Study reached 94.11% or there are 32 students of 34 students Already done, learn. those results show that on cycle First in a manner classic student complete learn, because students who get value > 70 only of 94.11% yield the completeness Study student has achieved because that got value > 70 more big of 85% match from percentage the desired completeness. Based on matter the so can said that learning model STAD cooperative model can be give very good impact to activities of teachers, students and and results Study Mathematics students in Class VI SD 92 Kendari.

Keywords: *Cooperative Learning Model of STAD, Mathematics Subjects*

I. INTRODUCTION

Learning Mathematics mature this No Again focus on absorption through achievement information, however more prioritize development capabilities and processing information. For That activity participant educate need improved through exercises or task with Work in group small and explain ideas to others. (Hartoyo, 2000:24).

Learning cooperative more emphasize interaction between student . from here student will do communication active with fellow his friend . With communication the expected student can control material lesson with easy because " student more easy understand explanation from his friend compared explanation from the teacher, because level knowledge Berta thought they more compatible and commensurate ". (Sulaiman in Wahyuni 2001: 2).

The phenomenon that occurs in Class VI SD 92 Kendari is known that performance Study Mathematics student Still belong low. Besides it's also a student not enough interested For follow lesson. student feel bored learn that in the end student lazy to study Here 's one the resulting factors low performance learn. Besides it's also a method teaching methods used by teachers in schools only use method talk , ask answer and give task . Based on results test daily on

even semester year lesson 20 21/2022 conducted by Mathematics teachers on students Class VI SD 92 Kendari on eye lesson Mathematics obtained of the 38 students who completed learn were 8 people or 21.05% and 30 people or 79.95% who did not complete based on the existing KKM determined by the school i.e., at least 70 to top.

With thereby for increase performance Study student such, then need done Classroom Action Research (CAR) based on design study a teacher to do accepted future students will create atmosphere fun, exciting and educational learning. If student Already Can accept learning that the teacher conveys, with so will the learning process followed with ok. So from That of course the results of learning will increase.

II. LITERATURE REVIEW

2.1 Learning cooperative

Learning cooperative is something engaging teaching student For Work in groups for set objective together. (Felder, 1994: 2). Wahyuni (2001: 8) mentions that learning cooperative is a learning strategy with method put student in groups small who have ability different.

Agree with statement the Setyaningsih (2001: 8) argues that method learning cooperative concentrate activities in Class VI in a student with method grouping student For Work The same in the learning process.

From three the meaning above can concluded that learning cooperative is something method learning with method group student to in groups small For alarm clock asarna in solve problem. Ability student in every group is heterogeneous. In learning cooperative, students No only as object Study but become subject Study Because they can be creative a maximum in the learning process. This happen Because learning cooperative is method allegative in approach problem, can do will task great, increase Skills communication and social, as well acquisition trust self.

In learn This student each other push for study each other strengthen efforts academic and apply supporting norms Basil 's high learning achievements. (Nur, 1996: 4). In learning cooperative more prioritize attitude social For reach objective learning that is with cooperation. Learning cooperative have necessary elements noticed. Elements the as following:

1. The students must own perception that they 're sinking or swim together ".
2. The students own not quite enough answer to other students in a bunch of them, aside responsibility to himself alone, inside learn the material encountered.
3. The students must view that they everything own same goal.
4. The students must share tasks and various not quite enough answer the same magnitude among the members group.
5. The students will given an evaluation satay or award to be follow influential to evaluation whole member group.
6. The students share leadership temporary they obtain Skills Work The same during learn.
7. The students will request take responsibility individually the material handled in group cooperative

Johnson, Johnson, and Smith in Felder (199: 2) adds elements natural learning cooperative as following:

1. Dependency Positive

Member group must each other depends For reach purpose. If anything failed member do his job, then every member must accept the consequences.

2. Individual Ability

Whole student in group satay own responsibility do work and control whole material For learned.

3. Promotion stare advance interactive

Although a number of group Work share and do each individual, several among them must done an interactive, member group each other give feedback.

4. Benefit from merger the right expertise

Student encouraged and assisted For develop and practice development trust, leadership, creation decisions, communication and conflict management expertise.

5. Process Group

Member group arrange group, a periodic evaluate what are they do with Good as A group and identify changes to be they do so function they more effective at times next.

Based on elements in learning cooperative, Johnson, Johnson in Wahyuni (2001: 10) mentions the role of the teacher in learning cooperative as following

1. Determine object learning.
2. Make decision put student in groups study before learning started.
3. Explain tasks and goals end on students.
4. Control group study and provide necessity task.
5. Evaluate performance students and help student with method discuss way. cooperation.

2.2 Method LEARNING Cooperative Model STAD

Steps in learner STAD mode cooperative as following:

1. Group student with each group consists from three until with five people. Members group made heterogeneous, covering characteristics intelligence, ability, motivation learn, type gender, or background different ethnicity.
2. Activity learning started with inside teacher presentation explain lesson form exposure problem, giving data, giving example. Purpose presentation is for introduce concept and encourage students ' taboo curiosity.
3. understanding draft done with method student given tasks group They can do tasks the a simultaneously or each other alternate ask to, other friends or discuss problem in group or What just for control material lesson the. The

students No only demanded for fill in sheet answer, but also for learn the concept. Member group notified that they considered Not yet finished learn material until all member group understand material lesson the .

4. Student given test or individual and friend quizzes group No can help One each other. This individual test aim For know level mastery student to something draft with method student given questions that can resolved with method apply own concept before.

5. Test results or quiz furthermore compared to with previous averages and points will be given based on level success student reach or exceed kineda before. Points This furthermore summed up for form score group.

6. After that the teacher gives award to the best group achievement or who have fulfilled criteria certain. Award here can form gifts, certificates and more.

Idea main behind the STAD model is for motivating students for encourage and help One each other for control the skills presented by the teacher. If the students want that group they obtain award, they must help Friend group learn given material. They must push friend they for do your best and declare something norm that Study That is something important, valuable and fun.

III. RESEARCH METHODS

3.1 Place, Time and Subject Study

1. Place Study

Place study is place used in do study for get the desired data. Study This located at SD 92 Kendari .

2. Research Time

Research time is time ongoing study or moment study This took place. Study This held in month February semester G odd Year 2022.

3. subject Study

subject study is students Class VI 2 SD 92 Kendari.

3.2 Draft Study

According to the meaning study action is study about things that happen in society or bunch goals, and results direct can imposed on the community concerned (Arikunto, Suharsimi 2002: 82). Characteristic or characteristics main in study action is exists participation and collaboration between researcher with member group target. Study action is one solution strategy exploit problem action real in form of the development process tried innovation while road in detect solve problem. In the process the parties involved in activity said can support One each other.

Whereas objective study action must fulfil a number of principles as following:

1. Problems or selected topic must, fulfill criterion, that is really really real and important, interesting attentive and capable handled as well as in range authority researcher for do change.

2. Activity research, balk intervention nor observations made No can until bother or hinder activity main.

3. Type tried interventions must effective and efficient

4. The methodology is a must clear , detailed and open , every step from action formulated with firmly , so that people who are interested to study the can check every hypothesis and its proof .

5. Activity study expected can is a process of ongoing activity (on-going). that development and improvement to quality action of course No can stop but become challenge every time. (Arikunto, Suharsimi, 2002: 82-83).

In accordance with type selected studies, ie study action, then study This using research models action from Kemmis and Taggart (Arikunto, Suharsimi, 2002: 83), that is spiral of one cycle to the next cycle. Every cycle includes planning, action, observation and reflection. Step on cycle next is planning already revised, action, observation, and reflection. Before entered in cycle I was carried out action an introduction in the form of identification problem. Explanation channel are as follows:

1. Draft /plan early, before stage study researcher compile formula problem, goal and create plan action, including research instruments and tools learning.

2. Activities and observations, including actions taken by researchers as effort build understanding draft Berta's students observed results or impact from applied method learning STAD cooperative model.

3. Reflection, researcher examine, view and consider results or impact from action taken based on sheet observations filled in by observers.

4. Revised draft / plan, based on results reflection from observer make revised plan for carried out in cycles next.

5. Activities and observations, including actions taken by researchers as effort build understanding draft Berta's students observed results or impact from applied method learning STAD cooperative model.

6. Reflection, researcher examine, view and consider results or impact from action taken based on sheet observations filled in by observers.

7. Revised draft / plan, based on results reflection from observer make revised plan for carried out in cycles next.

Observation shared in 2 rounds, i.e., rounds 1 and 2, where each round subject to same treatment (groove the same activities) and discuss one sub- tree ended discussion with test formative at the end of each round. Made in three rounds intended for repair system teaching that has carried out.

3.3 Data Collection Tool

Deep data collection tool study This is test teacher -made function are: (1) For determine how much good student has control material lessons learned given in time certain; (2) For determine is something objective has reached; and (3) For obtain something value (Arikunto, Suharismi, 2002: 19). Whereas objective from test is for know completeness

Study student individually or a classic.

3.4 Data Analysis Techniques

For know effectiveness something method in activity learning need held data analysis. On research This use technique analysis descriptive qualitative, i.e., something method characteristic research describe reality or fact in accordance with the data obtained with objective for know teacher activity, student achievement Berta achieved learning student.

When deep implementation teacher does perfect or Good once, then given score 5, good, given score 4, enough given score 3, not enough given score of 2 and less very given score 1. Observation results teacher and student activities in the learning process cooperative model of the STAD furthermore converted with criteria as in the table:

Table 3.1. Interpretation of Observation Percentage Data

No.	Criteria	Mark	Interpretation
1	Good very	86-100	Teacher and student activities on during the learning process STAD cooperative model is good once .
2.	Good	71-85	Teacher and student activities on during the learning process good STAD model cooperative .
3.	Enough	56-70	Teacher and student activities on, during the learning process cooperative model STAD enough .
4.	Not enough	41-55	Teacher and student activities on, during the learning process less cooperative STAD models .
5.	Very less	< 40	Teacher and student activities on during the learning process less cooperative STAD models very

As for reference from success in implementation action Class VI is as following: 1) Activities student is in the very active qualification 2) Learning outcomes student in a manner classic are in category ok.

3.5. Performance Indicators

Indicator success in study This is if at least 85% of students has obtain minimum score of 70 indicator success implementation learning cooperative model STAD at least 80% of scenarios learning has carried out

IV. RESULTS AND DISCUSSION

4.1. Research Results

1. Glance about Settings

Study implemented in SD 92 Kendari which is place writer on duty, led by a head school, with 34 teachers, and 4 administrative staff effort. Classroom Action Research (CAR) was conducted in a manner continuous through a number of stage implementation or cycle to use obtain the result expected by all party in accordance with problems and objectives that have been researcher feel and expect. Implementation action study enhancement understanding on subject matter Mathematics   with use learning cooperative model STA D , can make it easy student For understand material i the . PTK results expected can used as base arrange the learning process in Class VI, start from data planning, implementation, and evaluation every the cycle .

Study This terdi ri over 2 cycles learning, description study every cycle, results and discussion will researcher say as following. Description study consists on stage planning stage action, stage observation and stage reflection.

4.2. Description Per Cycle

1. Action Cycle I

a. planning

Based on pre- test results and observations early on-site study push writer for set application of learning models with method solving eye problem lesson Mathematics. After consult with Friend colleague, then repair learning This covers things as following:

a) Prepare device learning for action cycle I

b) Prepare evaluation tools for action cycle I

b. Action Implementation

Activity learning held in accordance with plan learning that has prepared. At a meeting First, researchers do collaboration with colleague colleague. On, the learning process with use learning Cooperative model in STAD learning Mathematics.

c. Observation

Analysis results teacher activity in learning with use learning Cooperative STAD model. Teacher activity in learning The STAD model cooperative was obtained category either (85) on a aspect the teacher gives topic For discussed , and the teacher ordered student For present results work in front of Class VI Category moderate (56 – 70) on the motivating teacher aspect students , inform material to be discussed and presented objective learning , the teacher forms groups each group consists out of 5 or 6 people, the teacher gives task to each group , the teacher orders every group For do task , which has been given , and the teacher concludes end lesson . At a meeting First teacher activity with use learning Cooperative model in STAD learning Mathematics   with score 75 or on category enough and at the meeting second obtained score of 81 or category good and average overall obtained 76.52 or category enough. Activity students in cycle I obtained like the following data this.

Table 4.2 Activities students in cycle I

No	Teacher/ Category Aspect	Amount and percentage activity student Every Meeting				Average Percentage
		I	II	1	II	
		Score	%	Score	%	
1	Work in a manner group	21	61,74	25	73,52	67,64
2	Formulate learning	20	58,23	24	70.58	64,70
3	Filed. question	21	61,76	25	73,52	67,64
4	Conclude lesson	20	58,23	24	70.58	64,70
	Amount	-	60,29	-	72.58	66,17

Source data: processed results Study

Activity students in cycle I are in the category sufficient (56 – 70) in, aspect Work in a manner group, formulate objective study, apply questions and conclusions lesson. At a meeting First activity student with use learning Cooperative model in STAD learning Mathematics at meeting I was at a score of 66.17 or category enough. Based on the data stated above so can concluded as following:

a) Student Not yet used to Study Mathematics with using learning models STAD cooperative model
b) Students do not cooperate with each other and still is found shy students. The same Friend groups
c) Student shy in ask the teacher and students

d. Evaluation

After finish the learning process teach, held evaluation. Test results application learning Cooperative model in STAD learning more presented by the following table:

Table 4.3 Test Scores Formative Cycle I

No. Massage	Mark	Information		No. Massage	Mark	Information	
		T	TT			T	TT
1	60			20	60		
2	50			21	70		
3	70			22	70		
4	70			23	80		
5	60			24	70		
6	70			25	50		
7	50			26	70		
8	70			27	70		
9	70			28	60		
10	50			29	80		
11	60			30	70		
12	60			31	60		
13	70			32	70		
14	70			33	80		
15	50			34	80		
16	60						
17	60						
18	70						
19	70						
Total Maximum Ideal Score 34000							
Total Score Reached		2230					
Average Score Reached 65.58							

Description:

T   = Completed
TT   = No complete

Amount students who completed = 25

Amount students who haven't complete = 9

Table 4.4. Recapitulation of Test Results Formative Students in Cycle I

No	Description	Cycle I Results
1	Average test score formative	58,23
2	Amount completed students Study	20
3	Percentage completeness Study	64,67

Data table above show that with learning cooperative STAD type is obtained the average value of achievement Study Mathematics student is 65.58. Complete students learn is 20 people or 64.67% and students who do not complete results learn is 14 people or 36.437%. those results show that on cycle First in a manner classic student Not yet complete learn , because students who get value > 70 only of 64.67% more small from percentage the desired completeness that is by 85%. this caused Because student still new and foreign to learning Cooperative model in STAD learning Mathematics.

e. Reflection

Based on results collaboration with Leman colleagues is known that student Not yet role active fully in the learning process Cooperative models STAD in learning. this caused Because lack of capable disclose opinion with Friend the group. There are also students who have ability more dominate discussion in group learn so still There is inclined students passive during the learning process in Class VI Besides it's on implementation action In this first cycle , the teachers are not yet optimally grouped good students and poor students smart and still Lots between student picky member the group so that there , one the average group has ability learn not enough so that atmosphere group become No alive ˙ or they No can shout assignments given by the teacher. Based on existing weaknesses as well as lack of results Study students on subject matter Mathematics in Class VI SD 92 Kendari then next repair learning with in cycle II.

2. Action Cycle II

a. planning

Based on results evaluation and reflection on. cycle I then writer plan action on cycle II together Friend colleagues so that the weaknesses in cycle I can be minus.

This was done in cycle II is fix on, action cycle I. In this cycle II planning repair learning covers things as following :

a) Prepare device learning For action cycle II

b) Prepare an evaluation tool For action cycle II .

b. Action Implementation

Activity learning held in accordance with plan learning that has prepared . At a meeting First, researchers do collaboration with colleague colleague. In the learning process with use learning Cooperative model in STAD learning Mathematics. Activity learning held in accordance with plan learning that has prepared. At a meeting First, researchers do collaboration with colleague colleague. In the learning process with use Cooperative model of STAD in the eye lesson Mathematics.

c. Observation

Analysis results teacher activity in learning with use learning Cooperative model in STAD learning Mathematics   can seen in table 4.4 below this.

Table 4. 5 Percentage Teacher Activities in Cycle II

No	Teacher/ Category Aspect	Amount and percentage activity teacher Every Meeting				Average Percentage
		I	II	I	II	
		Score	%	Score	%	
1	Teacher motivates student	4	80	4	80	80
2	Teacher informs material to be discussed and delivery objective learning	4	80	4	80	80
3	Teacher gives lesson for discussed	4	80	5	100	90
4	Teacher forms each group group consists of 5 or 6 people	4	80	5	100	90
5	Teacher gives task to each group	4	80	4	80	80
6	The teacher ordered every group For merger will which task has given	4	80	5	100	90
7	The teacher ordered student for present results work aan in front of Class VI	4	80	5	100	90
8	The teacher concludes lesson	4	80	4	80	80

	Amount		-	640	-	720	680
	Average			80		90	85

Source data: processed results Study

Obtaining teacher activity category Good once (86-100) on the aspect the teacher gives topic lesson For discussed, the teacher forms groups each group consists of 5 or 6 people, the teacher orders every group For do task that has been given and the teacher ordered student For

present results work in front of Class VI Category good (71 -85) on the aspect of motivating teachers' students, teachers inform material to be discussed and presented objective learning, the teacher gives task to each group and the teacher concludes lesson.

At a meeting First teacher activity with use learning with use learning Cooperative model in STAD learning Mathematics in Basic Competency (KD) Various system politics, politics Pancasila democracy with score of 80 or category well and at the meeting second obtained score of 90 or category very good and average overall obtained 85 or category ok. Furthermore activity students on cycles II obtained like the following data This

Table 4.6 Activities students in cycle II

No	Teacher/ Category Aspect	Amount and percentage activity student Every Meeting				Average
		I	I	II	II	
		Score	%	Score	%	
I	Work in a manner group	29	85,29	22	94,11	89.70
2	Formulate learning	28	82.35	30	88,23	85,29
3	Submit question	31	91.17	31	94,11	92.64
4	Conclude lesson	29	85,29	32	94,11	89.70
	Average	-	86.02	-	92.64	89.33

Source data: processed results Study

Activity students in cycle II are in the category Good sekah (86-100) on aspect answer teacher questions , formulates objective learning , apply questions and conclusions lesson . At a meeting First activity student with use learning cooperative STAD model, at meeting I was at a score of 86.02 or very good category and meeting 11 obtained 92.649% or category very good and average overall obtained 89.33 or category ok.

Based on the data stated above so results observation shows: 1) Students seen Already Active Work in a manner together in solve given problems, 2) Students Already can answer question Friend and teachers 3) Students No shy in ask Good to group other nor the teacher.

d. Evaluation

After finish the learning process teach , held evaluation . Test results can seen in table 4.7 below this :

Table 4.7 Test Scores Formative Cycle II

No. Massage	Mark	Information		No. Massage	Mark	Information	
		T	TT			T	TT
1	80	√		20	70	√	
2	70	√		21	70	√	
3	80	√		22	70	√	
4	70	√		23	80	√	
5	70	√		24	70	√	
6	70	√		25	70	√	
7	50		√	26	70	√	
8	80	√		27	70	√	
9	70	√		28	70	√	
10	70	√		29	80	√	
11	70	√		30	70	√	
12	70	√		31	70	√	
13	70	√		32	70	√	
14	70	√		33	80	√	
15	70	√		34	30		√
16	70	√					
17	70	√					
18	70	√					

19	70	√						
Total Maximum Ideal Score 3800								
Total Score Reached 2390								
Average Score Reached 70.29								
Amount student complete								

Description:

T   = Completed

TT   = No complete

Amount students who completed = 30

Amount students who haven't complete = 4

Table 4.8 Recapitulation of Test Results Formative Students in Cycle II

No	Description	Cycle I Results
1	Average test score formative	70,29
2	Amount completed students' study	34
3	Percentage completeness Study	94.11%

From the table above can explained that with apply learning learning cooperative models. STAD is obtained the average value of achievement Study student is 70.29 and completeness Study reached 94.11% or there are 32 students of 34 students Already complete learn . those results show that on cycle First in a manner classic student Not yet complete learn, because students who get mlai > 70 only of 94.11% yield the completeness Study student has achieved because that got value >70 is appropriate from percentage the desired completeness that is by 85%. this caused Because student Already teachers repeatedly use learning with use learning STAD cooperative model.

e. Reflection

Based on results collaboration together Friend colleague is known that student Already role active fully in the learning process teach . This caused Because There is communication between teachers and students and between student swith other students. Beside That Already No There is again dominate in learning in Class VI Besides it's on implementation action in cycle II, the teacher is optimal in determine the duties of each member group. Based on description above, then completeness Study has reach 85% in eye a lesson Mathematics in Class VI SD 92 Kendari, so study This discontinued up to the cycle 2.

4.3. Discussion from Every Cycle

Based on existing deficiencies and achievements Study students in cycle I who have not fulfil standard success, then study This continued in cycle II. Research results show that activity learning has in accordance with hope. Weaknesses in cycle I have overcome in cycles II so all student has reach standard completeness learn. Teacher activity in learning Cooperative model in STAD learning Mathematics   obtained at the meeting First teacher activity with use learning Cooperative model in STAD learning with score of 65 or on, category enough and at the meeting second obtained score of 70 or category good and average overall obtained 67.5 or category enough.

Furthermore, activity student with use learning Cooperative model in STAD learning Mathematics meeting I was at a score of 53.93 or category sufficient and meeting II obtained 64.48 or category enough and overall average obtained 59.21 or category enough. Study results student obtained the average value of achievement Study Mathematics student is 65.58. Complete students' study amya is 20 people or 64.67% and students who do not complete results learn was 14 people or 35.32%. those results show that on cycle First in a manner classic student Not yet complete learn .

Teacher activity in cycle II At the meeting First teacher activity with use learning with use learning Cooperative model in STAD learning Mathematics   obtained score of 80 or category well and at the meeting second obtained score of 90 or category very good and average overall obtained 85 or category ok . At the first meeting it was at a score of 76.98 or category well and. meeting H obtained 88.89% or category very good and average overall obtained 82.14 or category ok.

Study results students in cycle II obtained the average value of achievement Study student is 70.29 and completeness Study reached 94.11% or there are 32 students of 34 students Already done , learn . those results show that on cycle First in a manner classic student complete learn, because students who get value > 70 only of 94.11% yield the completeness Study student has achieved because that got value > 70 more big of 85% match from percentage the desired completeness. Based on matter the so can said that learning model STAD cooperative model can be give very good impact to activities of teachers, students and and results Study Mathematics   students in Class VI SD 92 Kendari.

V. CONCLUSIONS AND SUGGESTION

5.1 Conclusion

Based on results discussion can concluded that through learning Cooperative model STAD can increase teacher and student activities as well as, results Study Mathematics student Class VI SD 92 Kendari.

5.2 Suggestion

From the results research obtained and description before the learning process teach Mathematics   more effective and more give optimal results for student, then submitted suggestions as following: For carry out method learning cooperative model STAD requires enough preparation mature, so the teacher should be able determine or choose topic really can applied with Method learning STAD model cooperative in learning process teach so, obtain optimal results. In framework increase performance Study students, teachers should more wring train student with various method teaching, though in simple level, where student later can find new knowledge, acquire concept, and skills, so student succeed or capable solve problems encountered. For similar research should done improvements to be obtained more results.

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