

## **EFFORTS TO IMPROVE STUDENTS' LEARNING UNDERSTANDING OF GRADE IV SD NEGERI 2 KUTABLANG ON THE HUMAN SKELETAL MATERIAL THROUGH TAI TYPE COOPERATIVE LEARNING (TEAM ASSISTED INDIVIDUALIZATION)**

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### **ABSTRACT**

The purpose of this study was to find out: improving students' understanding, teacher and student activities and responding to fourth grade students at SD Negeri 2 Kutablang on the Frame of Human Material with Team Assisted Individualization Learning models. The research approach used is a qualitative approach with a type of classroom action research. Data collection techniques are tests, observation sheets and questionnaires. The results showed that: (1) there was an increase in students' understanding of an increase, in the first cycle the percentage of completeness of 66.67% increased to 85.71% in the second cycle. In addition, it can also increase students' understanding in the first cycle of 67.62%, increasing to 77.38% in cycle II. There is an increase in teaching and learning activities between teachers and students has been going well. This can be seen from the results of the first cycle teacher observation of 77.88% and increased to 92.16% in the second cycle. While the results of student observation cycle I amounted to 71.26% and increased to 90.44%. In addition, after all the learning activities were carried out, the use of the Team Assisted Individualization learning model on the subject of skeletal studies in humans turned out to get a positive response from students.

Keywords: Improve, Team Assisted Individualization Model, Framework in Humans

### **INTRODUCTION**

Elementary school education as the most basic level in formal education has a major role in the sustainability of the next education process. Elementary education is a level of education that underlies secondary education. The purpose of Elementary Education is to lay the foundation for intelligence, knowledge, personality, noble morals, and skills to live independently and follow further education.

Science learning should be implemented properly in the learning process at school considering the importance of the lesson as stated above. Science learning is said to be successful if all predetermined learning objectives can be achieved, which is expressed in the understanding of learning science. However, in reality, there are still schools that have a low understanding of learning science because they have not reached the predetermined completion standards.

The results of observations at SD Negeri 2 Kutablang showed that science learning was not fully optimal, especially students' understanding was still low. Such things cause students to not understand every explanation of the material from the teacher, students are unable to determine every solution to the problem given by the teacher, students are too rigid and do not ask questions if they experience difficulties, students rarely ask questions, so that students find it difficult to understand the material they are studying. Students are less interested in the delivery of material by the teacher. To foster student interest, teacher creativity is needed in planning the learning process, teachers must be able to use the right approach so that students get a satisfactory understanding of the material. The tendency of students to feel lazy because the learning process in class only listens to what the teacher says and answers everything asked by the teacher. Lack of creativity in learning activities, lack of student discipline in learning, use of media and learning methods that are less innovative and the learning method still uses the lecture method so that students consider it very boring because there is no variation in learning activities.

The solution to solving the problems that have been stated above is to use the Team Assisted Individualization type cooperative learning model, this learning model is very suitable to be applied to increase student activity in human skeleton material. [1] The TAI (Team Assisted Individualization) type cooperative learning model combines the advantages of cooperative learning and individual learning. This type is designed to overcome students' learning difficulties individually. Therefore, learning activities are used more for problem solving, the characteristic of this TAI learning model is that each student individually learns the learning material that has been prepared by the teacher. Individual learning understanding is brought to groups to be discussed and discussed by group members, and all group members are responsible for the overall answer as a shared responsibility. This TAI type of cooperative learning combines the advantages of cooperative learning and individual learning [2]. This type is designed to overcome students' learning difficulties individually. Individual learning understanding is brought to groups to be discussed and discussed by group members, and all group members are responsible for the overall answer as a shared responsibility [3] . Based on the main problems that the author has explained previously, the author is interested in conducting a study entitled "Efforts to Improve Learning Understanding of Grade IV

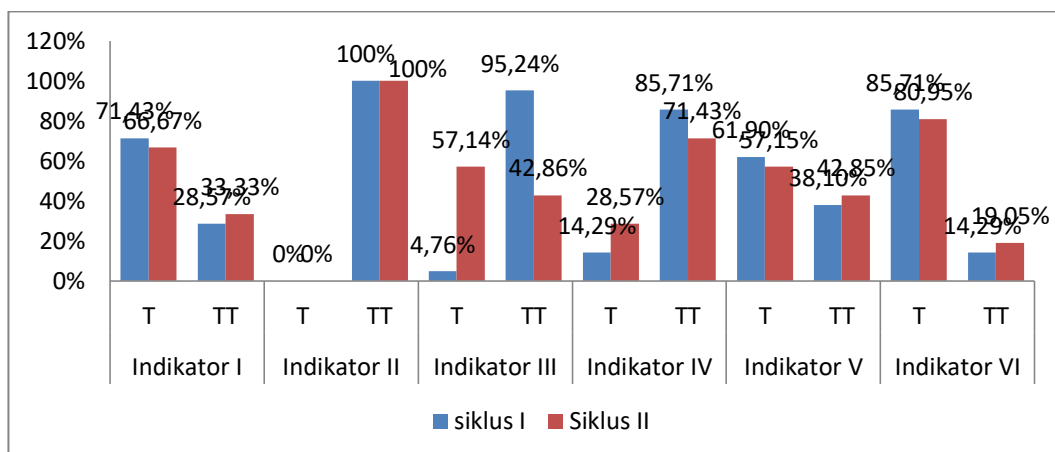
Students of SD Negeri 2 Kutablang on the Human Skeleton Material Through TAI (Team Assisted Individualization) Cooperative Learning"

## **METHOD**

The implementation of this research was conducted on fourth grade students of SD Negeri 2 Kutablang located at Jln. Medan-Banda Aceh, Lhok Nga Village, Kutablang District, Bireuen Regency. The research was conducted in the first semester of the 2023/2024 academic year. The subjects of the fourth grade students were 21. The approach used in this study was a qualitative approach. The type of research used was classroom action research. Classroom action research is research conducted by teachers in the classroom or at the school where they teach with an emphasis on improving or enhancing the learning process and practice [4]. Data collection techniques are tests, observation sheets and questionnaires. Data analysis techniques are comprehension tests, teacher and student activity tests and student response tests. This research is planned in 2 cycles. Each cycle consists of 2 meetings to discuss the material on human respiratory organs carried out for each cycle exam which includes: planning, action, observation, reflection [5].

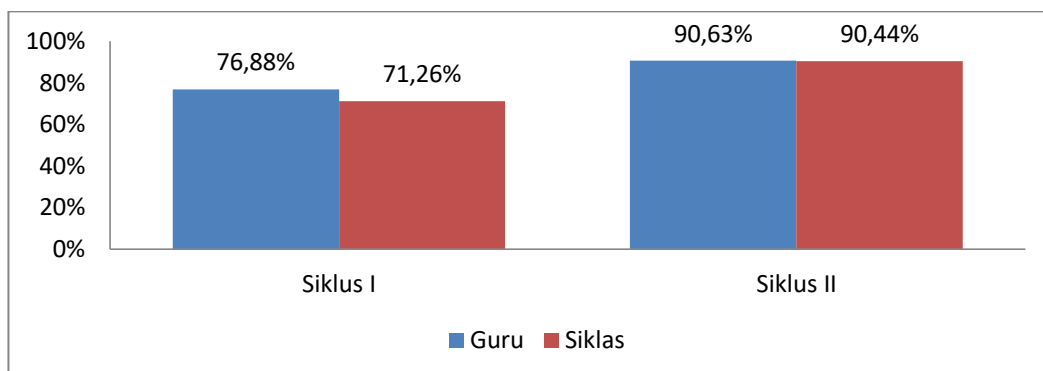
## **FINDINGS AND DISCUSSION**

In addition, the use of small groups and peer interaction in learning can also strengthen understanding of materials or concepts and strengthen the resolution of problems being handled. It appears that problem solving is an important component in learning, so that problem solving skills among students need attention in learning. This is what distinguishes the Team Assisted Individualization learning model from other learning models so that student understanding can be achieved [6]. The results of the research that has been conducted can be seen that the application of the Team Assisted Individualization learning model can improve student understanding. Student understanding for each group for cycle I and cycle II can be seen in Figure 1.



Graph 1. Average Value of Understanding Indicators in Cycle I Cycle II

Based on Figure 4.3, it shows that students' understanding in cycle I was 67.62%, increasing to 77.38% in cycle II. So it can be concluded that students' understanding has improved with good criteria in cycle II. According to the results of observations by two teacher observers during the learning process, teacher and student activities were seen to be very good. For more details, see Figure 2.

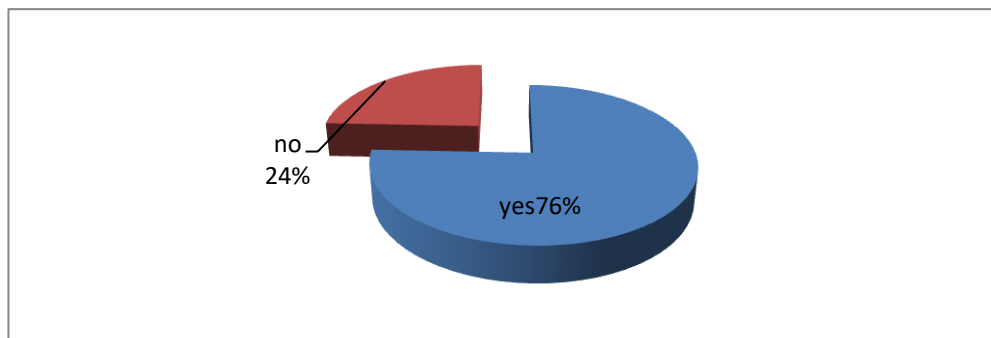


Graph 2 Increased teacher and student activity in cycles I and II

The student response questionnaire to the learning process is filled out by students after the learning activity is completed, namely after the learning activity uses the Team Assisted Individualization learning model on the human skeleton material. The results of the students' answers written in the student response questionnaire can be seen in the

following

picture:



Graph 3 Student responses to the human skeleton material

The student response questionnaire to the learning process is filled out by students after the learning activity is completed, namely after the learning activity uses the Team Assisted Individualization learning model on the human skeleton material. The results of the students' answers written in the student response questionnaire can be seen in the following picture:

## CONCLUSION

The results of the discussion of research activities using the Team Assisted Individualization learning model implemented in class IV of SD Negeri 2 Kutablang on the material of the human skeleton can be concluded that: (1) There is an increase in student understanding, there is an increase, in cycle I the percentage of completion is 66.67% increasing to 85.71% in cycle II. In addition, it can also increase student understanding in cycle I by 67.62% increasing to 77.38% in cycle II. (2) There is an increase in teaching and learning activities between teachers and students that have been going well. This can be seen from the results of teacher observations in cycle I of 77.88% and increasing to 92.16% in cycle II. While the results of student observations in cycle I were 71.26% and increasing to 90.44%. (3) In addition, after all learning activities were carried out, the use of the Team Assisted Individualization learning model on the subject of the human skeleton turned out to get a positive response from students. From the research activities that have been carried out and reviewing the results obtained from this study, the researcher can provide the following suggestions: (1) To students so that they can change their views on the learning process that has been going on with a monotonous and boring atmosphere that learning can also be done in a

pleasant and comfortable atmosphere because the application of the Team Assisted Individualization learning model can improve students' understanding in class IV of SD Negeri 2 Kutablang on the material of the human skeleton. (2) To teachers of Natural Sciences (IPA) subjects, especially teachers of the science subject, they should be able to apply the Team Assisted Individualization learning model in learning activities, because considering the results achieved in this study are more directed towards the positive, namely because the application of the Team Assisted Individualization learning model can improve students' understanding in class IV of SD Negeri 2 Kutablang on the subject of the human skeleton. (3) To the school so that they can make the Team Assisted Individualization learning model one of several other learning models recommended to subject teachers because the application of the Team Assisted Individualization learning model can improve students' understanding.

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