

# Improving Social Skills of Elementary School Students Through Student Team Achievement Division Learning Models

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**Abstract**-This study aims to describe the implementation of students' team achievement division learning model in improving social skills of students in elementary school. This study uses quantitative descriptive in the form of classroom action research which is conducted in 2 cycles. This research based on the lack of students' roles in learning process, especially on the social skills aspects of communication and cooperation. Data collection techniques are carried out by observation. Observation is used by the researcher to observe students' social skills during learning process by using the student team achievement division learning model. The results showed that students' social skills are increased. The first cycle of students' social skills was 68.90% and in the second cycle increased was 82.30%. Based on these results, it can be concluded that the implementation of student team achievement division learning model which can improve the social skills of students in elementary school.

**Keyword:** student team achievement division model, social skills

## I. INTRODUCTION

Social science is interpreted as a combination of several concepts in scientific disciplines such as social, science, humanities, issues, and other social problems (Sapriya, 2009). Social science is a subject which learn about the relation between human and all the aspects of society life. The aim of social science is to prepare some students as good citizens who have knowledge, skills, attitude and moral value in order to they are able to solve individual and social problems. Moreover, they can make decisions and be active in community activities (Sapriya, 2009). Nasution stated that social science has a primary aim in developing knowledge competence, skills competence, and attitude so that the students are able to be good citizens in a republic of democratic (2011). Based on this regard, the social science gives the benefit of students who learn it and it becomes the provision to socialize in a social life and be good citizens.

The purpose of social science can be conducted by the teachers who are facilitators and class managers. They will build the students' knowledge, skills, attitude and moral value which is needed by the students in their social life (Sapriya, 2009). In order to achieve this goal, the teacher must create an interactive, innovative, fun learning and motivate the students in learning process which provide sufficient space for initiative, creativity and independence in accordance with their talents, interests, physical and students psychological development (Regulation of the Minister of Education and Culture of Indonesia, 2016).

Teachers are good facilitators who try and prepare a lesson plan which accordance with the students characteristic and the achievement of learning objective (Amri, 2013). Cooper (1977) stated that the effective teachers are teachers who are able to deliver students achievement in satisfying learning outcomes. Rusman (2012) declined that the teachers who have professional competence have enough knowledge about the field of study being taught and mastering the concept of knowledge about theoretical concepts and learning models that are appropriate to the material and learning objectives and be able to apply in classroom learning process.

Nowadays, in this industrial revolution era 4.0, social science faces a changing of human resources that have more effective quality empowerment in order to gets overcome in various challenges. In the 21<sup>st</sup> century, knowledge is the main foundation in every life aspects. Developing knowledge quality can not be separated from education which is the main concept in knowledge society. The observation result which is done by the researcher at Wonokromo 3 Elementary school Surabaya, Indonesia showed that the students' social skills is still low in communication, sharing and cooperation. The lacking of students activity in learning process also affect the student achievement. This case is similar with Steedly, Schwartz, Levin, & Luke (2008) which stated that the social skills possessed by students will influence the high achievement in the school and other life.

Teachers should create various learning media for getting optimum learning process. If the teachers have not creativity in learning media, the learning proess will be failed. For getting a good achievement in learning process, teachers must design learning process with various learning model which accordance with the subject and students characteristic. Amri argued that the learning model is a design of describing processes and creating learning situations that may get a changing experience or

development (2013). Therefore, it needs other model which is done by the teacher for increasing social skills and students learning achievement.

After reading several resources, the researcher found several solution to solve this problem. Kim stated Setelah membaca berbagai sumber, peneliti menemukan solusi pemecahan masalah tersebut. Kim stated that the implementation of student team achievement division can improve the relation index for the students, social interaction, social skills and communication in the class (2018). In line with this, Rianawati (2017) in her journal said that the student achievement division model could improve students' social skills in moral learning. Herjayanto, Suparno, & Rochsantiningsih (2018) stated in their journal that the student team achievement division learning model can improve students' good behavior. The application of the achievement division student team learning model was felt to be consistent with learning in the 21st century because it applied problem solving, communication, group cooperation, and the use of technology (Trilling & Fadel, 2009).

## II. THEORITICAL FRAMEWORK

### 2. 1 Student Team Achievement Division

The student team achievement division learning model was developed by Robert Slavin and his colleagues at Johns Hopkins University. Slavin (2011) states that the student team achievement division learning model is a cooperative learning model using mix group which is characterized by team appreciation and group responsibility for individual achievement. The student team achievement division learning model is a cooperative learning model consist of heterogeneous groups, presentations of new academic information, quizzes, and group scores. This learning model introduces new knowledge information through verbal, visual media, or multimedia presentations (Arends, 2016).

Slavin interpreted the student team achievement division learning model as a cooperative learning model which has five main components, such as class presentation, group, quiz, individual progress score, and reward. Class presentations can be done with direct teaching learning process, classical discussion, or audiovisual exposure (Slavin, 2016). This study uses a group in this regard. It is a heterogeneous group consisting of various types of ethnicities, races, sexes and academic abilities. The quiz aims to identify and examine the individual abilities after class presentations and group discussion (Slavin, 2016). The team reward will be given when the group's average score reaches in certain criteria (Slavin, 2016).

The student achievement division learning model has five main elements in learning, namely class presentations conducted by teachers, groups, quizzes, individual progress scores, and team awards (Slavin, 2016).

Class presentation is the initial syntax in student team achievement division learning. Class presentations are conducted to provide new material or new information for the students in the class. The method which can be done by the teacher is, direct teacher learning, or audiovisual presentation (Slavin, 2016). Arends (2016) states that class presentations can be presented through direct teaching by the teacher, in a form of words or sentences, pictures, audiovisuals, or multimedia presentations. In the class presentation, students must be full of concentration because the material will be used in the quizzes, and the quiz scores obtained by individuals who will determine the group score (Slavin, 2016).

Grouping is a form of heterogeneous group consisting of four or five students who have differences in sex, race, ethnicity, or academic ability. The main duty of this group is to ensure and make sure that all members of this group learn and prepare the members to complete individual quizzes with good results. The quiz is held after the teacher has presented a class presentation and has finished the group discussion. Quiz aims to check the understanding of material individually and independently (Slavin, 2016).

Individual scores progress are given in order to the goals and performances that have been determined, it can be achieved by the students. Each student contributes maximum contribution points to the group use this score system. The initial score which is given for the students is the average performance of previous students when working on the same quiz. Furthermore, the points collected by students for their group are based on increasing quiz scores which is compared to the initial score (Slavin, 2016).

Table 1. Individual score progress calculation

Score progress	Quiz score
More than 10 points under the initial score	5
Ten to 1 point under the initial score of 10	10
Initial scores up to 10 points above the initial score	20
More than 10 points above the initial score	30

(Slavin, 2016)

The reward of group is given in the form of certificates or other forms of appreciation. Rewards are given if the average score is achieved by the group in accordance with certain criteria. If the Scores are obtained by the group, it will also increase the group rank (Slavin, 2016).

Suprijono (2017) states that cooperative learning model has been changed from Piaget's cognitive constructivism theory to Vygotsky's social constructivism. It is about understanding the concepts from individual to groups, social interactions, and socio-cultural activities. Piaget's constructivist theory is students construct the knowledge by using transformation, construction, organization, and reorganization of knowledge or previous information. Referring to Piaget's constructivism theory, student team achievement division learning model is very appropriate for applying in the concrete operational stage. Effective strategies can be

used for the concrete operational stage are: (1) students involve in operational tasks such as compiling and sorting; (2) students practice in organizing and grouping; (3) students make conclusions (Santrock, 2014). Moreover, the syntax is appropriate with the student team achievement division learning model, which involve in class presentation, group, quiz, individual progress score, and group award (Slavin, 2005). The class presentation syntax gives an example or the real situation in accordance with the concrete operational stage (Santrock, 2014). When the students complete the student worksheet and the students practice in composing, grouping, and making conclusion.

Arends (2016) stated that the cooperative learning model is a learning model based on Vygotsky's constructivism theory. Vygotsky states that learning is not only the way of our brain works, but also determined by several factors that influence learning such as social development and culture. It is similar with Kim's opinion (2018) in his journal stated that the student team achievement division learning model uses Vygotsky's constructivism learning theory. Suprijono (2017) stated that Vygotsky's theory supports the cooperative learning models which is found in the learning process through interactive dialogue and social interaction learning model.

Gauvin & Parke (Santrock, 2014) states that Vygotsky's theory is a social constructivism theory which emphasis on social interaction, collaboration, and activities that occur in socio-cultural life. Vygotsky believe in the concept of zone proximal development or ZPD development which influence in social and instruction of students' cognitive development. The zone of proximal development is Vygotsky's theory about completing tasks that students feel difficult to complete their own, but they need a guidance and assistance from others (teachers or experts) and other students who are mastering in this regard (Santrock, 2014).

## 2.2 Social Skills

Social skills are taught in learning based on Bandura's learning theory. Cartledge, Gardner, & Ford states that social skills are learning that are designed with the aim of changing student behavior in a positive direction so that it is useful in social life (Madrona, Samalot, & Kozub, 2016). Libet and Lewinsohn state that social skills are all abilities that can show behavior in both positive and negative behavior and it will be judged negatively by the social environment (Cartledge, 1975).

Merrell & Gimpel (2014) states that social skills are skills that contain the nature, abilities and behavior of humans in interaction with others. Social skills include the personality, language, attitude, and behavior of a person used in interacting in social life. Cook, Gresham, Barreras, Thornton, & Crews (2008) state that social skills are behavioral skills about how to interact with others who may someone to carry out social activity competently.

Zins, Weissbert, Wang, & Walberg defined social skills as social and emotional learning, caring for humanity and environment, social interactions, accountability for decisions that have been taken, and problem solving (Steedly, Schwartz, Levin, Luke, 2008,). Pettry (2006) states that social skills are skills that students need to interact with others.

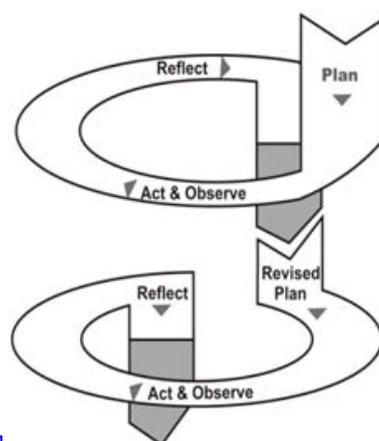
Arends (2016) defined social skills as skills that are used to build social relationships and good cooperation between individuals. Skills that can be developed by students such as sharing, participation and communication skills. Furthermore, Lynch & Simpson (2010) social skills are skills about good behavior in terms of social interactions including, participation, helping, empathy, group cooperation, communication, negotiation, and problem solving.

## III. METHOD

This research is classroom action research which aims to describe the implementation of the student team achievement division learning model in improving social skills of students in elementary school. The subjects of this study were 30 students in the fifth grade of Wonokromo III Elementary School, Surabaya, East Java, Indonesia. The study was conducted from August to October 2018.

This study uses a development research model by Kemmis & Taggart which aims to improve the ability of students in the classroom and determine some solutions in classroom learning process through cyclic research. Kemmis & Taggart state that this classroom action research uses action procedures with spiral cycles. In one cycle, there are four stages consisting of planning, implementation and observation, and reflection with the following picture below (Riyanto, 2007).

Picture 1. Kemmis & Taggart Models



Data collection techniques is observation. This research instrument was the observation sheet. The observation sheet is used to find out the social skills of students by observing student activities in social science class through student team achievement division learning models.

#### IV. RESULT AND DISCUSSION

Based on the validation results of the expert showed that the learning design which consist of syllabus, lesson plan, student worksheets, and observation sheets of students' social skills which is a form of assessment design in categorizing of good, quite valid, and feasible to use.

Observation is done during group discussion and class presentation. The students' social skills observation were communication and cooperation skills. Students who are successful in this model, if they have implemented the student team achievement division learning model in their social skills whether it is individual or classical social skills division in a good category. The following are the observations result of social skills in cycle I.

Table 2. Observation result of social skills in cycle 1

No	Observation spect	1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting
1	Active in group discussion	71	78
2	Work with group members	74	75
3	Asking and showing opinion	65	65
4	Answering and responding teacher and friends questions	61	61
5	Presentation of the result	69	70
Total score		340	349
Maximum score		500	500
Percentage (%)		68,00	79,80
Classical percentage(%)		68,90	
Criteria		Good enough	

Source: Data of observation result

Based on 2<sup>nd</sup> table showed that students' social skills at the first meeting amounted to 68.00% and increased to 79.80% at the second meeting. While the percentage of students' social skills in classics amounted to 68.90% and was in fairly good criteria. With fairly good criteria, it needs to be improved again in order to achieve good criteria or very good criteria in cycle II. Then it can be concluded that the results of the action in the first cycle have not been successful, it needs to be improved and proceed to cycle II.

Table 3. Observation result of social skills in cycle II

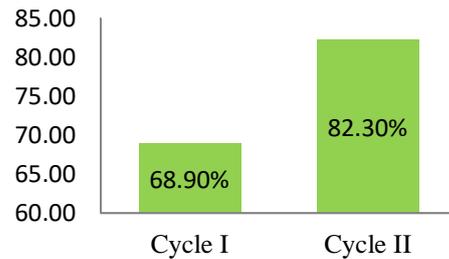
No	Observation aspect	1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting
1	Active in group discussion	93	98
2	Work with group members	88	95
3	Asking and showing opinion	67	74
4	Answering and responding teacher and friends questions	69	70
5	Presentation of the result	84	85
Total score		401	422
Maximum score		500	500
Percentage (%)		80,20	84,40
Classical percentage(%)		82,30	
Criteria		Good	

Source: Data of observation result

Based on 3th table, the social skills of students in the first meeting received a percentage of 80.20% and increased to 84.40% at the second meeting. The classical percentage of social skills of the second cycle students is 82,30 and it is in goog criteria.

The Comparison of students 'social skills can be presented in a chart bar to illustrate the improvement of students' social skills in every cycle that has been carried out. The Comparison of students' social skills in cycles I and II can be presented in the following diagram.

Diagram 1. The comparison of students' social skills in cycles I and II



Based on the data in 1<sup>st</sup> diagram showed that students' social skills in the first cycle amounted to 68.90% with fairly good criteria. While the second cycle was 82.30% with good criteria so that it increases of 13.40%. Thus it can be concluded that by applying the student team achievement learning model can improve students' skills in cooperation and communication aspects.

## V. CONCLUSION

Based on the results of classroom action research which has been conducted in the fifth grade of Wonokromo III State Elementary School, Surabaya, East Java, Indonesia, by using the implementation of the student team achievement division learning model in the economic business subject of social science is able to get significantly improvement of the students' social skills aspects in cooperation and communication. The improvement of students' social skills is indicated by the increasing of student's classical social skills in each cycle. The students' social skills in the first cycle was 68.90% with fairly good criteria and 82.30% in the second cycle with good criteria. The classical improvement of students' social skills by applying the student team achievement division learning model was 13.40%.

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