THE IMPLEMENTATION OF LEARNING COMMUNITY STRATEGY THROUGH STAD TYPE OF COOPERATIVE LEARNING IN HYDROLYSIS MATTER TO TRAIN STUDENT RESPONSIBILITY IN CLASS OF XI IPA 3 SMA NEGERI 1 MANYAR GRESIK

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Abstrak

Penelitian ini bertujuan untuk mengetahui mengetahui tanggung jawab siswa selama mengikuti kegiatan pembelajaran yang menerapkan strategi *learning community* dalam pembelajaran kooperatif tipe STAD pada materi pokok hidrolisis. Metode penelitian yang digunakan adalah metode observasi. Penelitian dilakukan di kelas XI-IPA 3 SMA Negeri 1 Manyar Gresik tahun ajaran 2012-2013 pada materi pokok hidrolisis. Berdasarkan hasil pengamatan terhadap aktivitas siswa diperoleh data yaitu waktu yang digunakan siswa untuk aktivitas yang mencerminkan *learning community* sebesar 57,1% pada pertemuan I dan 66% pada pertemuan II dari total waktu 90 menit. Hasil pengamatan karakter tanggung jawab pada pada pertemuan I terdapat 5 siswa yang memperoleh nilai karakter dengan kategori membudidaya dan 28 siswa memperoleh kategori mulai berkembang. Pada pertemuan II, terjadi penurunan jumlah siswa yang memperoleh kategori mulai berkembang menjadi 12 siswa, dan jumlah siswa yang memperoleh kategori membudidaya naik menjadi 21 siswa. Sebanyak 72,7% siswa mengalami kenaikan nilai karakter tanggung jawab dari pertemuan I ke pertemuan II. Berdasarkan hal tersebut, maka dapat ditarik kesimpulan bahwa terwujudnya *learning community* dapat meningkatkan karakter tanggung jawab siswa.
Kata Kunci :*Learning community*, *karakter tanggung jawab, aktivitas siswa, pembelajaran kooperatif tipe STAD.*

Abstract
The purpose of this research is to know the student responsibility during implementation of learning community strategy through cooperative learning STAD type in hydrolysis matter. The research was conducted in class XI IPA 3 SMA Negeri 1 Manyar Gresik school-year 2012-2013 in hydrolysis matter used observation method. Based on the observation of student activity showed that the time students to spend for activities that reflect learning community is 57.1% in the first meeting and 66% in the second meeting of total time of 90 minutes. Observations on student responsibility in the first meeting are 5 students got cultivate category and 28 students got began to develop category. In the second meeting, there was a decreasing number of students who get the category began to develop into 12 students, and the number of students who get cultivate category increase into 21. As many as of 72.7% of students got increasing in the value of responsibility from the first meeting to the second meeting. Based on those result, it can be conclude that the implementation of learning community can increase the value of responsibility.
Key word : Learning community, responsibility, STAD type of cooperative learning

INTRODUCTION

Education is an important aspect in a country, because education is a determinant of the human resources quality. Development of education has prompted the Indonesian government to always try to improve the quality of education, one of them is by improving the curriculum. Curriculum development that has been done by the government has come to the concept of the Educational Unit Level of Curriculum / Kurikulum Tingkat Satuan Pendidikan (KTSP) which is an improvement of the curriculum in order to enhance the active

role of students in learning activities.

SMAN 1 Gresik Manyar is one of the schools that implement the Educational Unit Level of Curriculum on learning activities.

This school applies the concept of meaningful and Joyful Learning that is conditioned by the division of the group, group discussions and presentation. This things is appropriated with the fact that based on the results of a questionnaire to 37 students of class XI IPA 3 SMA Negeri 1 Manyar, it is known that as many as 81% students prefer that learning activities for chemistry subjects is done in groups with discussing, and exchange information activity.

Based on the results of the interview to the chemistry teacher in class XI IPA 3 SMAN 1 Manyar Gresik, obtained information that most student fail in hydrolysis matter. A total of 89.2% students do not achieve the mastery learning outcomes before the remedial.

Although teachers have often use the cooperative learning model to conduct the learning activity that make student comfort during the learning activities, but based on observations and interviews to the chemistry teacher, the cooperative learning that have done is still did not able to conducted properly. Based on observation result, it can be described that even though the cooperative learning model have been done, but the implementation of learning community cannot be implemented well. This is caused of many students who were less active in group.

This inactivity students in group due to lack of their responsibilities either individually or groups. It was observed that the students who less active in group were less likely to participate in solving the problem with his group, did not do the tasks given by the teacher, and did not help his group friends voluntarily. The lack of student responsibility can also be seen from how students were less able to maintain the cleanliness of their class, and didn't do the homework. As many as 64.9% of students admitted that they often lax in doing homework and cheating his job, and only 35.1% of students do homework with earnest.

Responsibility is the attitude and behavior of people to carry out their duties and obligations that he should do, for his self, the community, the environment (natural, social, and cultural), country and God Almighty [1].

In the learning activities, students responsibility can be reflected by students participating in learning activities. The low of student responsibility can be seen if the student is passive and less motivated to participate in learning activities. Septriana [2] states that the less of student activity in learning activity can occur due to the method used by teachers not involving students directly.

Based on these problems, it is necessary to apply the learning model which can increase the activity of students in learning activities through a model of learning that has characteristic student-centered rather than teacher. One of them is by using cooperative model learning that can realize the learning community. Learning community is a group of students who are engaged in learning activities that occur in the process of deeply learning. Learning community can occur if there is a two-direction communication process. Someone that involved actively in learning community provides the information required by his friend and also request the necessary information from his friends. The implementation of learning community principles in learning activities can develop a variety of student characters; one of them is the responsibility[3].

Learning community can be manifested in many ways, one of them is by using Student Team Achievement Division (STAD) type of cooperative learning model. In addition in helping students understanding in difficult concepts, this type is also very handy to make cooperation among students to realize a good learning community for students. STAD is able to encourage student in working together and help each other in solving a problem, but it is ultimately responsible independently [4]. The success of each group in doing learning community can be seen based on the realization of the eight aspects of learning community, which are: (1) keep focused on the group task, (2) working cooperatively with other group members, (3) the group reached a decision for each issue, (4) convinced that everyone in group understands the solution of a problem before stepping further, (5) listen to others well and try to exploit their ideas, (6) sharing leadership in the group, (7) make sure

everyone is participating and no one is dominating, and (8) records the results that have been achieved by the group [5].

Measurement of student responsibility in cooperative learning can be seen from how the students do the tasks that given to them, trustworthy and dependable, never make excuses or blame others for his actions, helping friends voluntarily, and do something to keep the class clean during the learning activity [6].

RESEARCH METHOD

The research used "One Shot Case Study" research design that is a research conducted on a single group without a comparison group and no pre-test. This study did not use a control group. Author does treatment (action) on a sample group for a specific time period. During the process of treatment and at the end of the process, the action was observed or evaluated, and the changes that occur is claimed as a result of treatment (actions) that implemented. The sample group was all of students in class XI IPA 3 SMA Negeri 1 Gresik Manyar school year 2012-2013 in hydrolysis matter.

This research used observation method to collect the data. Observation was done by 8 observers by using observation sheet. Each observer observes a group of student. Observer task is to observe the student activity and student responsibility during learning activities. Four observers are also observing the activity of student during the learning activity.

The observation of student activity is consist of activities in listening to the teacher explanation, asking, sharing ideas, activity that reflected *learning community*, presentation, making conclusion, giving response to friend's answer, and irrelevant activity, for example joking, and sleeping.

The observation data of student responsibility in learning activities was analyzed by descriptively quantitative. Data obtained was using criteria such as Table 1.

The data of student activity was analyzed by the percentage average of time by the formula:

$$\% \text{ average time of of certain activity} = \frac{\Sigma \text{ time for certain activity}}{\text{learning period}} \times 100\%$$

The data of student responsibility observation obtained was then processed in the form of average score by the formula:

$$\text{average score of student responsibility} = \frac{\Sigma \text{ student score}}{\Sigma \text{ indicators x maximal score}} \times 100\%$$

The average score of student responsibility was then interpreted as Table 2.

Table 1. Character Behavior Assessment Criteria

Score	Description
3	Cultivate/Membudidaya (MK): Students constantly demonstrate the behavior that is expressed in indicator and began to consistently
2	Began to develop/Mulai Berkembang (MB): Students already showing the signs of behavior that is expressed in the indicator and began to consistently
1	Began to seen/ MulaiTerlihat (MT): Students began to show the early signs of behavior that is expressed in the indicator but not consistently.
0	Not seen yet/Belum Terlihat (BT): Students have not shown the signs of early behavioral indicators stated in the indicator.

Source: [1]

Table 2. The Interpretation of Average Score of Student Responsibility

Score	Average
0 – 0,75	BT: Not seen yet
0,76 – 1,5	MT: Began to seen
1,5 – 2,3	MB: Began to develop
2,4 - 3	MK : Cultivate

RESULT AND DISCUSSION

In this section, it will describe the results of research and discussion of the data that obtained during the research process. Percentage Average of time of student activity are presented in Table 3, while the average score of students responsibility are presented in Table 4. Number of students who earn a certain category for responsible character both in first and second meetings are presented in Figure 1.
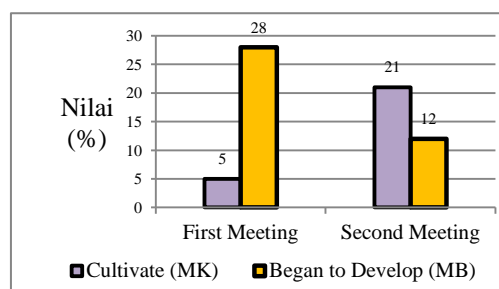

Figure 1. Number of student that obtained certain category in responsibility character

Table 3. Percentage Average of Time of Student Activity

No.	Activity that observed	Percentage of Time	
		First Meeting	Second Meeting
1	Listening to the teacher	11,7	11,7
2	Asking	7,1	3,8
3	Sharing ideas	4,0	1,9
Activity that reflect the *Learning Community*			
4a	Keep focused on the group task	9,6	9,6
4b	Working cooperatively with other group members	11,3	16,7
4c	The group reached a decision for each issue	6,0	5,2
4d	Convinced that everyone in group understands the solution of a problem before stepping further	5,0	8,1
4e	Listening to others well and try to exploit their ideas	6,0	5,8
4f	Sharing leadership in the group	3,3	1,5
4g	Making sure everyone is participating and no one is dominating	7,1	9,2
4h	Recording the results that have been achieved by the group	8,8	10,0
Percentage of time spent by student to perform activity that reflect *learning community*		57,1	66
5	Presentation	3,8	4,2
6	Giving response to friend's answers	1,9	2,3
7	making conclusion	5,0	5,6
8	Irrelevant activity	9,6	4,6
	Total	100	100

Table 4. The Average Score of Student Responsibility

No. Student	Score				Increasing
	Meet. I	Cat.	Meet. II	Cat.	
9	2	MB	2.2	MB	Increase
25	2	MB	2	MB	Constant
20	2.2	MB	2.4	MK	Increase
6	2	MB	2.2	MB	Increase
18	2.2	MB	2.6	MK	Increase
31	2.2	MB	2.6	MK	Increase
5	2.4	MK	2.6	MK	Increase
17	2.2	MB	2.6	MK	Increase
24	2.2	MB	2.4	MK	Increase
3	2.2	MB	2.6	MK	Increase
15	2.2	MB	2.2	MB	Constant
14	2.4	MK	2.6	MK	Increase
13	2	MB	2.2	MB	Increase
10	2	MB	2.4	MK	Increase
27	2	MB	2	MB	Constant
29	2	MB	2	MB	Constant
11	1.8	MB	2.4	MK	Increase
21	1.8	MB	2.6	MK	Increase
1	2.6	MK	2.6	MK	Constant
12	2.4	MK	2.6	MK	Increase
32	2	MB	2.4	MK	Increase
30	2	MB	2.4	MK	Increase
23	2	MB	2.4	MK	Increase
26	2	MB	2.4	MK	Increase
16	1.6	MB	2	MB	Increase
22	1.6	MB	2.4	MK	Increase
33	2.4	MK	2.4	MK	Constant
8	1.6	MB	2.2	MB	Increase
19	2	MB	2.4	MK	Increase
2	2.2	MB	2.4	MK	Increase
28	2	MB	2.2	MB	Increase
4	2	MB	2	MB	Constant
25	2	MB	2	MB	Constant
The percentage of students that increase their responsibility score			Increase		72,7%
			Constant		27,3%

Based on Table 3, it can be seen that the time spent by students to perform activities that reflect the learning community at the first meeting is 57.1% and at the second meeting is 66% from the total time. Percentage of time spent for activities that reflect the learning community increased from the first meeting to second meeting. This is caused of in the second meeting students need more time in discussion with their group in completing tasks, and they were trained to perform skills of learning community and responsible indicators.

Student activities that reflect learning community indirectly have trained students to be responsible, both individually and in groups. This is due to when they succeeded in performing the learning community indicators, they were also indirectly performing individual and group responsibility indicators.

Based on Figure 1, it can be seen that at the first meeting there were 5 students who got cultivate category (MK) and 28 students get began to develop categories (MB) based on responsible character observation. In second meeting, there was a decreasing number of students who obtained began to develop category into 12 students, and the number of students who obtained a cultivate category increase to 21 students. From Table 4, it can be seen that as many as 72.7% of students has increase in the value of the character of responsibilities from the first meeting to the second meeting, while 27.3% of students did not increase or decrease in the value of responsibility character.

The increasing score of the student's responsibility is also proportional to the increasing the average time spent by students to perform activities that reflect the

learning community. Time used students to do activities that reflect the learning community at the second meeting is more than the first meeting. From this description, it can be concluded that the students of class XI IPA 3 SMA Negeri 1 Manyar Gresik are able to show the character of responsible by the implementation of learning community strategy through STAD type of cooperative learning in hydrolysis matter. This is appropriate with the statement that the application of learning community can develop a variety of characters, one of them is the responsibility [3].

Table 4 shows that there are some students who did not increase the score of character responsibility. Such as student number 4, 7, 25, 27, and 29. The score of the responsibility character of those students are relatively keep constant, but still below the value of 2.1. This is caused by the low student scores in indicators of student responsibility that is not to make excuses or blame others and can be trusted or relied upon. Student number 4, 7, and 25 scored 0 on the indicator does not make excuses or blame others, while student number 16 and 27 get score 1 on the indicator does not make excuses or blame others and the score of 2 on the indicator can be trusted or relied upon**.**

CLOSING
Conclusion
The observation of student activity result is the time that students spent to perform activities that reflect the learning community is 57.1% in the first meeting and 66% in the second meeting. Observations on the responsibilities character in the first meeting there were 5 students who received cultivate category and 28 students get began to develop category. At the second meeting, there was a decreasing in the number of students who obtained began to develop category into 12 students, and the number of students who obtained cultivate category increase to 21 students. As many as of 72.7% students get increasing in the value

of the responsibilities character from the first meeting to the second meeting. Based on this result, it can be concluded that the implementation of learning community can enhance the student responsibility

Suggestion
1. To facilitate observation and to avoid irrelevant activities, it should be consider that the number of group members in a group is not more than 4, so the learning community and the character of the student responsibility can be achieved.
2. Recommended for teachers to encourage students to undertake more responsibilities indicator that is not to make excuses or blame a friend and can be trusted or relied upon.

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