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Student team achievement division model assisted by card media in social studies learning

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Abstract
The research aims to see how using the STAD model assisted by card media improves learning outcomes and students' activeness and interest in learning. The method used was remedial action or classroom action research. The subjects were teachers and fifth-grade students at Pasirgunung Selatan 4 Elementary School, Depok, totaling 38 participants. The learning outcomes of the first cycle using the discussion method obtained an average of 69 (58 percent mastery learning) and 25 (66 percent) who actively answered. Cycle 2, using the STAD Model assisted by card media, obtained an average of 80, completeness reached 80 percent, and student activity was 32 (84 percent). The study results show that the STAD model assisted by card media increases the class average value, learning completeness, student learning outcomes, student activities, cohesiveness, and student interaction. Using the STAD model assisted by card media has implications for social studies learning, such as resulting data that makes it easy to measure students' learning outcomes through comparisons between understanding before and after use. In addition, this research has the potential to enhance students' interaction and understanding of complex materials in social studies, as well as develop social and cognitive skills that are important for their development.

Keywords: *STAD; card media; social studies learning outcomes.*

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INTRODUCTION

Students are the subject of an implementation of education and learning. To grow and process life, they need guidance from the teacher (Palettei et al., 2021). The student is a child with immature characteristics and will develop toward synthesis according to the needs of life in biological, mental, social, intellectual, emotional, and speaking skills with various individual differences. At the stage of implementing teaching in elementary schools, it is taught according to learning objectives (Sulfemi & Kamalia, 2020).

To enhance students' potential to be sensitive to social problems that exist in society and help them create strategies for addressing those difficulties, social studies instruction must be practical and relevant (Arsyad & Sulfemi, 2018). This is consistent with the learning objectives

for social studies, which aim to give students the knowledge, beliefs, abilities, and attitudes they need to deal with personal or social issues, as well as the ability to make decisions and participate in a range of social activities (Sumaryani et al., 2021; Sulfemi et al., 2020).

If the pupils' learning outcomes do not fulfill the set value standards, it will be challenging to reach this aim. Considering the grade V early learning assessment's findings, Pasirgunung Selatan State Elementary School 4 and Depok City Social Studies subjects with the material "Types of Community Economic Enterprises" obtained an average grade of 66, less than the set value of 70. Only 20 people, or 53%, are complete in learning, and 18 people, or 47%, have not mastered learning. The results of observations made by the teacher to see interest and motivation in learning through some questions submitted by the teacher revealed that 17 people, or 45%, were brave and answered correctly, and 21 people, or 55%, were not courageous or unable to answer. In this early learning, it is clear that students have failed to absorb social studies subject matter to the fullest.

His research by Istikomah et al. (2018) revealed this lack of achievement in learning. Based on the data from his research, the social studies learning outcomes of students obtained nine students (43%) who scored above the Minimum Completeness Criteria, while 12 (57%) students scored below the predetermined value that was determined, which was 70, while the class average value was 61,19. Furthermore, research from Vera et al. (2018) found that the results of the midterm exam only averaged 66; this score was below the minimum completeness criteria set at 75. 16 out of 27 students (59.26%) did not complete it, and only 11 (40.74%) did. Lestari et al. (2021) stated that the learning outcomes for the average daily test in social studies subject matter only reached a middle grade of 60, and only 42.3% completed learning.

Various circumstances cause low student interest, motivation, and learning results, particularly those related to students and teachers. Factors from students are such as many students think that social studies is a subject full of material, tedious, and not challenging. So, they are less desirable and liked. In addition, they also have diversity and uniqueness in their ability to absorb (Sulfemi, 2020). The COVID-19 epidemic spread, which requires that learning and teaching activities take place online, which made this situation worse. The learning process is often constrained by various things, starting from the network and quotas, including the teacher’s limited understanding of applications in learning (Natsir, 2021). When the COVID transmission began to subside, the government implemented a limited face-to-face learning policy with strict health program requirements. With the obligation to wear masks, students and teachers should check body temperature and maintain distance between students and teachers (Humaira, 2021). Learning during the implementation of restrictions on community activities was limited to learning time with a duration of only two hours for essential material. This condition causes discomfort in the students' learning. Even after the revocation of this enforcement, students cannot immediately adjust to learning because it is common for relaxed online learning to take two years (Sulfemi et al., 2022).

Meanwhile, from the teacher's point of view, based on observations during the implementation of learning, several applications are not appropriate, such as explanations of material by teachers who are not systematic and do not provide feedback in the form of questions after concluding. There are learning methods and models that are not precise in conveying material, and no tools can support effectiveness in learning. In learning, a teacher should be able to choose and determine appropriate, innovative, and effective learning methods according to the conditions of the students. Teachers use methods, models, and media to optimize learning (Syarifuddin et al., 2021). The selection of learning methods, models, and media is a significant factor in teaching activities (Sulfemi et al., 2021). Using a technique or choosing a learning model that is not suitable can cause learning objectives not to be achieved. Teachers as teaching staff must have strategies so that students can learn effectively, efficiently, and under learning objectives and influence changes in student behavior (Arsyad et al., 2021)

Low learning outcomes, lack of completeness, and lack of student activity in learning require an improvement in learning to improve students' abilities and understanding of social studies subjects with the material "Types of Community Economic Enterprises, one of which is by using the cooperative learning model of type Student Team Achievement Division (STAD) assisted by card media. Students must study in small groups using the cooperative learning paradigm used in this course (Junistira, 2022; Djunaedi, 2021).

In several previous studies, such as those conducted by Sayuri (2023), the results of their research show that cooperative learning using the STAD model can improve student learning outcomes. Although this research is precisely the same as using classroom action research methodology with elementary school students as objects, significantly, the study proposed by the researcher has differences. The class level is lower, the number of students is much larger, reaching 38 people with varying absorption conditions, and there are even students who have special needs. Additionally, the subjects are related to social studies rather than mathematics. In addition, no media was used in this study, so the research that will be carried out uses card media. Using this medium is expected to speed up the process of improving learning, not reach cycle 3, as Sayuri did.

Subsequent Research conducted by Kartika et al. (2023) stated that the STAD learning model proved to increase student learning outcomes and that no problems were affecting the learning process during the use of this model. Even though the subjects are the same as Social Studies, the objects used for research are different. The study was conducted on class VIII students in the package B pursuit learning group. A subsequent analysis was performed by Septianingrum et al. (2023). Their research stated that the STAD learning model in social studies learning in high school and elementary schools can improve learning outcomes and student characteristics, especially in the character of working together and mutual cooperation. Even though the object is the same for elementary school students, the research methods used are different because the technique used is library research, not the teacher's remedial action.

The STAD model, developed by Robert Slavin in 1983, continues to evolve, as presented by the research above. Try to establish a study so that the deficiencies in the use of the STAD learning model can be minimized. In this study, the effectiveness of the STAD learning model was tested compared to other learning methods for direct learning or individual learning in several learning cycle activities, including the effectiveness of increasing learning outcomes for students with special needs. To speed up the process of learning activities, this model is assisted by the presence of media cards so that the learning process does not reach cycle three.

The use of the STAD model in this study is integrated with the latest curriculum, namely "Independence in Learning," so that usage can be applied in this newest curriculum. This study is equipped with a plan for implementing learning activities carried out by the teacher that are described in a structured and detailed manner in social studies learning.

In this study, in addition to focusing on students' academic achievement, namely social studies learning outcomes, research was also carried out on how STAD influences student and teacher social interactions in increasing engagement in learning and strengthening student-teacher relationships. This research is also equipped with observational research conducted by the teacher to see the activity and interest of students in social studies learning through some questions submitted by the teacher. This needs to be done to see how far the use of the STAD model, assisted by card media, impacts both teachers and students socially and psychologically.

METHOD

The study used classroom action research carried out by a teacher in learning activities to improve classroom learning quality by using models, methods, and learning media (Sulfemi & Mayasari, 2019). The models used in this study are the Kemmis and MC Taggart models, which include implementation in the form of initial reflection and observation to identify problems that occur in class. The research subjects were teachers and students of class V, SDN Pasirgunung Selatan 4, Depok City, with 38 students. The people consisted of 19 men and 19 women. This school is located at Jl. Nurul Huda Islamic Boarding School, Pasirgunung Selatan Village, Cimanggis District, Depok City, with National School Registration Number 20228895 and accreditation A.

The flow of each learning cycle is as follows: 1) Planning, 2) Implementation, 3) Observation, and 4) Reflection (Wardani, 2020; Sulfemi, 2019). The following are the steps for applying data analysis techniques using this approach: 1) Preliminary planning by identifying learning objectives that want to be improved through the application of the STAD approach assisted by card media, planning learning activities, compiling media cards, and organizing student groups according to the objectives that have been set. Set. 2) Action Stage: carrying out learning according to the plan by inserting media cards in the learning process. 3) Observation and Data Collection: By observing student interactions in groups, the use of card media, as well as their level of involvement and collaboration, record data on student progress. 4) After completing the first action stage, reflect on the observation data and student learning

outcomes. Is there any indication of increased understanding or expected learning outcomes? 5) The following action stage is to make changes or adjustments to the plans that have been made and the implementation of the STAD learning model with card media in the learning process. 6) Follow-up observation and data collection by observing student interactions, use of card media, and their learning outcomes (Wardani, 2020; Sulfemi, 2019).

The data analysis used in this research was qualitative. The data analysis begins by examining all available information from various sources. These observations have been written in field notes, interviews, and other materials collected to increase understanding by conducting 1: Data reduction. Data presentation and verification. The data collected from each lesson in each cycle carried out by the teacher, and students is then analyzed descriptively using the percentage technique to see the trends that occur in social studies learning activities. Data processing is carried out as follows: 1) Data processing, 2) Finding the class average, 3) Determining the number of intervals, 4) Evaluation and reflection on data interpretation, and 4) Follow-up or recommendations. Data was taken from each test result or formative test, then the scores obtained by the students were added together and then divided by the number of students in the class so that the average formative test (1), the range of data (2), the number of classes (3), the length of the interval (4), and the percentage frequency (5), can be formulated as follow (Sulfemi & Yuliani, 2019):

$$\bar{X} = \frac{\sum X}{\sum N} \quad (1)$$

$$R = Xt - Xr \quad (2)$$

$$K = 1 + 3.3 \quad (3)$$

$$P = \frac{R}{BK} \quad (4)$$

$$P = \frac{f}{N} x\ 100\ \% \quad (5)$$

To assess its success, there are several indicators: 1) The use of models and media is considered successful if the learning outcomes of individual students obtain a class average value of 70. 2) Models and media are considered successful if the classical completeness value is achieved, i.e., all students in the class complete their learning to reach ≥ 80%. 3) The use of this model and media is successful if the students' activities include asking questions according to the problem, answering the teacher's questions verbally, being active in group discussions, making reports on the results of group work, and making conclusions, which achieve success of 80% (Sulfemi & Mayasari, 2019).

At the pre-cycle stage, data was collected with a written test in the form of 10 short questions. Meanwhile, in cycle I, data collection techniques were carried out using a written examination in the form of multiple-choice questions consisting of five questions and a short exam of 10 questions. The data collection technique for cycle 2 is carried out by 1) a written test in the form of five multiple-choice questions, five short answers, and five limited essays,

To ensure the validity of the data, the researcher uses a technique called triangulation, namely source triangulation, by comparing and checking back the degree of trust in information obtained through different times and tools, namely observations of the learning process, student performance tests, syllabus, lesson plans, and results interviews about social studies learning (Sugiyono, 2017).

RESULTS AND DISCUSSION

In carrying out this research, the researcher saw and observed the actions in the learning by the teacher by providing input or suggestions in each learning activity, which was carried out through reflection after the learning process. To make it easier to collect data, use 1) Observation instruments to find student learning outcomes and 2) Student observation instruments that can answer teacher questions. 3) One evaluation sheet per cycle Before carrying out research activities, they are carried out in advance by coordinating with the school principal and the teacher as the executor of learning activities, looking at the curriculum used by the school, and seeing the syllabus used by the teacher.

In the early stages of pre-cycle learning activities, coordination with the teacher is carried out to carry out learning improvements or is observed to do some things, namely: 1) Determine the learning method to be used, namely the lecture method, and proceed with preparing a lesson plan and implementation time, namely on Wednesday, July 4, 2022, at 10.00–11.00. 2) Preparing learning resources and teaching materials; and 3) Preparing learning evaluation tools or student worksheets.

The implementation stage of learning includes introduction, core, and closing. At the preliminary implementation activity stage, which takes 10 minutes, the teacher carries out the following activities: 1) The teacher greets you and asks, "How are you?" 2) Pray together, led by one of the students. 3) The teacher invites students to remember the day and date and write them on the blackboard. 4) The teacher reminds students to sit neatly and in an orderly manner when studying, after which the teacher takes students' attendance. 5) The teacher provides learning motivation to students through "enthusiastic applause" and singing the song "Garuda Pancasila." 6) The teacher invites the habit of reading for a moment about types of community economic business activities as literacy activities and continues by asking about the contents of the reading they have read and giving a little explanation. 7) The teacher orally conveys the topic to be studied, explains the abilities that must be mastered by students, and continues with questions and answers to discover students' prior knowledge of the material.

During the implementation of the core activities, which take approximately 40 minutes, the teacher takes the following actions: 1) Students are asked to open the textbook Types of People's Economic Business. 2) The teacher presents the subject; 3) The teacher directs students to pay attention. 4) The teacher engages in a question-and-answer session with the pupils. 5) All students are asked to fill out student worksheets.

The last activity closes with 20 minutes: 1). Students are given questions to determine their understanding of the material and are given an assessment. 2). Students are given reinforcement and conclusions through teacher guidance. 3). Students can ask or speak to add information from other students. 4). Students are given assignments at home as enrichment materials. 5). The teacher makes a prayer at the lesson's closing.

Pre-cycle learning has a score of 2500, with 100 being the highest and 20 being the lowest. 20 out of 38 students, or 53%, finish the study, but 18 students, or 47%, do not show mastery learning. The average grade in the class is 66. Based on these data, the range of values is 80, the number of class intervals is 5.3, rounded up to 5, and the length of class intervals is 16. The following is more explicit about the results of the gaps during the pre-cycle of students who score 91–100: there are 2 students, and there are grades 74–90. 12 students, grades 57–73 have 15 students, grades 37–56 have 7 students, and grades 20–36 have 2 students. Students who do not achieve the required minimum score dominate learning.

The results of the teacher's observations to see the interest and learning motivation of students through some questions submitted by the teacher obtained 17 people, or 45%, who dared and answered correctly, and 21 people, or 55%, did not dare or were unable to answer, Thus, the learning outcomes of students based on scores in pre-cycle are still below the minimum completeness criteria, while based on academic ability, students do not understand the subject matter.

After later analysis, this low result turned out to have several problems, namely: 1) The use of uninteresting conventional learning methods makes students bored with learning so that the grades are below the predetermined 2) There is no media used by the teacher to support learning. 3) The teacher looks monotonous when delivering the subject matter. 4) Fewer teachers provide less motivation for students' learning.

The low learning outcomes are inseparable from the shortcomings of the lecture method, namely: 1) The mastery of the material by the participants is limited to the material mastered by the teacher; 2) The lecture method, which is presented without visual aids, results in verbatim; 3) There is boredom among students; and 4) Learning becomes passive because students only act as listeners and spectators of the material presented by the teacher (Sulfemi & Yuliana, 2019).

After pre-cycle learning that does not reach the predetermined value and does not provide students with interest and motivation, it is continued to cycle 1 learning. On Wednesday, July 13, 2022, from 10.00–11.00, The method used is the method of discussion and question and answer.

The implementation of learning at the planning, initial implementation, and final activity stages is almost the same as during the pre-cycle. Still, the difference is in the performance of the core activities. At this stage, the teacher carries out several activities: 1) The teacher instructs the class to open the textbook and attentively read it. 2) The instructor explains the subject matter. 3) Learners pay attention to the instructor's explanations, accompanied by

questions and answers about the types of community-based economic enterprises. 4) The teacher divides students into 7 groups; one group consists of 5 to 6 children. 5) The teacher asks each group to discuss making a list of the types of economic businesses in the community where they live. The discussion's outcomes are recorded on the teacher's given paper. 6) The teacher monitors student discussion activities in each group. 7) The teacher asks a representative from each group to present the results of their discussion in front of the class, and other students pay attention. 8) After summarizing the discussion's findings, the teacher administers a test in which students must find five words referring to various community economic enterprises.

In cycle 1 learning, the total score was 2640, with the highest score achieved by students being 100 and the lowest score being 35, with an average score of 69. Students who had not reached the set score were 16 of 38 students, or 42%, and participants had achieved completeness, as many as 22 out of 38 students, or 58%.

Furthermore, from these data, a range of 65 values was obtained, the number of class intervals was 5.3, rounded up or made of 5, and the length of class intervals was 13. The following results are more apparent on the interval results: during cycle 1, which scored 91–100, there was 1 student; value 77–90 has 13 students; grades 63–76 have 10 students; grades 49–62 have 10 students; and grades 35–48 have 4 students.

While the observations showed that as many as 25 out of 38 students answered correctly, or 66%, those who had not responded correctly were 13 out of 38 students, or 34%. Thus, the social studies learning outcomes of students based on scores in cycle 1 are still below the minimum completeness criteria, while based on academic ability, students do not understand the subject matter.

Failure to achieve the specified value criteria in cycle 1 because the discussion and question and answer method used has weaknesses, as stated by Afiefah (2014) and Heryadi et al. (2020), namely: 1) Only tricky subjects can be discussed; all other learning topics cannot be used as a discussion approach. 2) Takes a long time, occasionally not as planned. 3) Since it might be challenging to gauge the breadth or depth of a discussion description, the conclusions reached may become hazy. 4) Discussion time is wasted while waiting for students to voice their viewpoints because, typically, not all pupils are brave enough to do so. 5) Students who are bold and accustomed to speaking control the conversation, while others who are reserved and shy will not take advantage of the opportunity to speak. 6) Allows for the emergence of hatred between groups or considers their group more knowledgeable than others. However, during the implementation of the cycle I'm learning, there were several strengths: 1) Learning was more effective with the discussion and question-and-answer method than the lecture method. 2) Students begin to study enthusiastically, and 3) Some students begin to understand the material.

The results of the first cycle that had not reached the set were then carried out to improve the learning of Cycle 2. This cycle tried to use the STAD-type cooperative learning method with card media. The implementation time is Wednesday, July 13, 2022, from 10 a.m. to 11

a.m. Learning activities are the same as pre-cycle learning and cycle 1, only at the preparatory stage, with the addition of liquid crystal display (LCD) media, laptops, and cards for the learning process. Likewise, with the preliminary activities as in the first cycle.

The teacher carries out the following learning scenarios in the core activities: 1) The teacher separates the class into four groups. A group contains five or six kids. 2) The teacher distributes papers containing a summary of the subject to each group and continues by explaining the subject through power points and showing learning films about types of community economic enterprises. 3) Students pay attention while the teacher explains. By looking at the lesson material summary sheet that has been distributed. 4) The teacher provides opportunities for students to ask about a subject that has not been understood. 5) The teacher invites students to play word cards and mystery cards. 6) The stage 1 game involves grouping the types of community economic business types and continuing in the stage 2 game by adjusting statements and answers. 7) The teacher distributes word cards and mystery cards to each group, and the instructor teaches the students the game's rules. 8) The teacher asks students to stick word cards and mystery cards on the media provided by the teacher. The cards distributed were in the form of word cards containing the names of the types of community economic enterprises and mystery cards in the form of statements and answers. 9) In the word card game, 10 questions must be completed by each group. Whereas in the mystery card game, five questions must be solved by each group. 10) After finishing, the teacher and students see the correctness of the answers from each group. 11) The teacher gives a score for each group. 12) If the grouping assignments are all correct, the highest score is 100. 13) The teacher and students add all the scores from each group. 14) The group with the highest score is the winner. Then, the teacher gives rewards or awards to the winning group and motivates the group that has not won so that they remain enthusiastic about learning. For closing activities in learning, the same as activities during the pre-cycle and first cycle.

In cycle 2, the total score is 3025, with the highest score of 100 and the lowest score of 50. The class average is 80. Students who complete their studies are 30 out of 38, or 80%. Meanwhile, 8 out of 38 students, or 20%, had not completed it. Based on these data, a range of values of 50 is obtained, the number of class intervals of 5.3 is rounded or made to be 5, and the length of the class interval is 10. The following is more precise about the interval results during cycle 2, which scores 94–100. There are 5 students, and the value is 83–93. There are 12 students; grades 72–82 have 12 students; grades 61–71 have 3 students; and grades 50–60 have 6 students.

Based on the observations of teachers who were able to answer correctly as many as 32 (84%) and did not answer correctly 6 (16%) students, based on the description of the data, it can be said that the average learning outcomes of participants in cycle 2 have reached the minimum completeness criteria, so there is no need for further improvement. Students who don't fulfill the minimal score requirements dominate the learning process. A summary of the percentage of observations for each cycle can be created using the abovementioned data. The

percentage of observations for each cycle shown in the table and graph below are summarized in the section below.

Table 1. Percentage of student learning outcomes success

No.	Information	Pracyclus	Cycle 1	Cycle 2
1	Total Value	2500	2640	3025
2	Grade Point Average	66	69	80
3	Lowest Value	20	35	50
4	The Highest Score	100	100	100
5	Complete	20	22	30
6	Not Completed	18	16	8
7	Can Answer	17 (45%)	25 (66%)	32 (84%)

Based on the table data above, a graph can be made of the average value of learning outcomes for each cycle

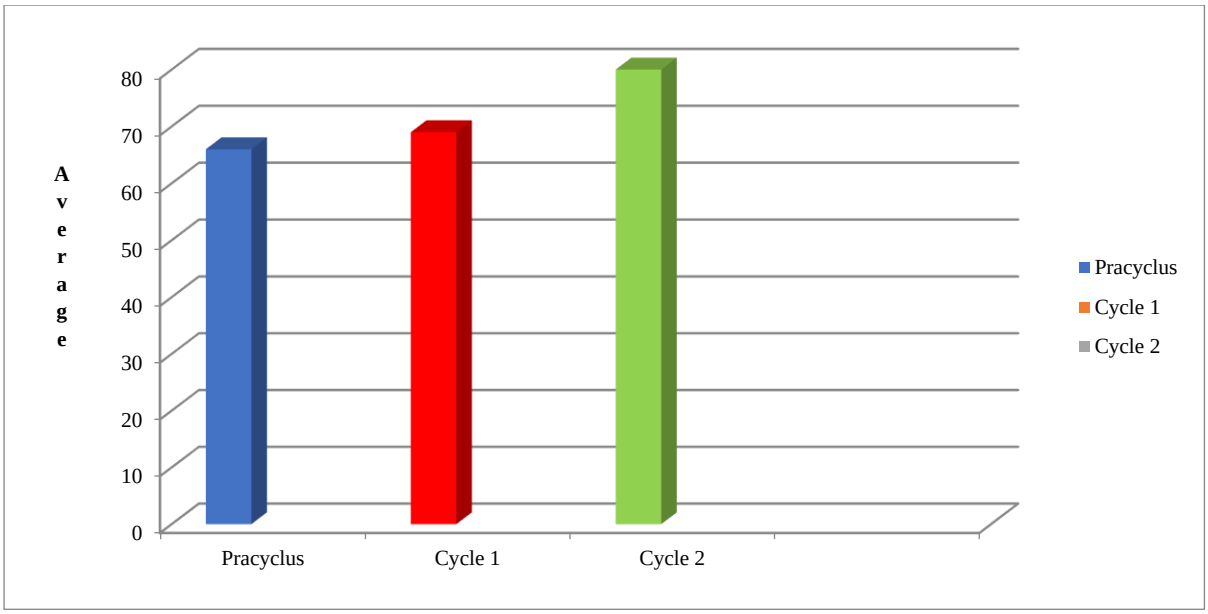

Figure 1. The average value of each cycle

Based on the table data and graphs above, it shows that there is an increase in student learning outcomes in each cycle. Researchers and colleagues consider improving social studies learning on types of community economic enterprises using the cooperative learning method through word cards and mystery cards to be successful. It is feasible to capture students' interest and excitement for learning through models and media, ensuring that student learning results meet the minimum completeness criterion. The learning improvement is not carried over to the following cycle based on the cycle 2 learning outcomes.

Empirically, research results that have been carried out to improve student learning outcomes using the STAD model are compared to traditional learning methods and models, such as the lecture method in pre-cycle and the group discussion method in cycle 1. These

findings align with studies by Rama et al. (2022), which found that using the STAD model in learning has the following advantages: 1) Students cooperate to accomplish goals by adhering to group rules.; 2) Students actively support one another and inspire zeal for shared accomplishment; 3) Peer tutoring is a proactive role that students take on to advance the success of the group; and 4) Because the issues kids experience are connected to real-life, learning can benefit from interaction between students in addition to developing their capacity for thought. This can boost motivation and interest in social studies sessions.

Likewise, the use of card media as a helper in learning activities using the STAD model can also increase student learning outcomes, as research conducted by Defingatun et al. (2020) and research from Efendi (2021) shows that media can provide the following: 1) Social studies teaching and learning activities that were previously boring become more attractive for students to foster interest and motivation; 2) The clarity of social studies material delivered by the teacher so that learning becomes meaningful and understood by students. 3) The use of the STAD model becomes more accessible to implement.

The use of the STAD model and card media are two approaches in the process of learning activities carried out by the teacher in class V students at Pasirgunung Selatan 4 Elementary School, Depok City, in Social Studies Subjects with the material "Types of Community Economic Enterprises." It turns out that the STAD model developed by Robert Slavin in 1983 can still be used today in learning activities, starting from preliminary activities to closing activities that focus on forming heterogeneous study groups consisting of several members who have different ability levels (Ardiansa et al., 2023). In learning using this model in cycle 2, the teacher tries to make students help each other in groups to achieve better overall learning outcomes, as evidenced by the increase in class average results and student learning completeness reaching the minimum completeness criteria determined to get 30 people from 38 students, or 80%.

The STAD model can improve student learning outcomes by collaborating and helping each other. The STAD model teaches students to help one another. When group members with higher abilities help those with lower capacities, they will understand the material better and improve overall learning outcomes (Herlina, 2023). These results can be seen from the distribution of interval results during cycle 2, with the number of students with values ranging from 83 to 93 and as many as 12 students.

Learning using this model makes learning more active. In it, students are encouraged to participate in group discussions and learning activities actively. This activity increases understanding and retention of information, resulting in better learning outcomes. Likewise, with the motivation and responsibility of students, in the STAD model, group members depend on each other to achieve common goals. This can increase students' motivation to study more seriously and be responsible for their group, improving their learning outcomes. This result can be seen by the increase in teacher observations showing student activity through question and answer being able to answer correctly by as much as 32 (84%).

Card media used as auxiliary media has proven to be a tool in learning. These cards usually contain essential information, words, concepts, or facts that contain the names of the Types of Community Economic Enterprises and mystery cards in the form of statements and answers. Theoretically, it is like when learning uses lectures, and there are no tools for visual processing. Card media is present as information that clarifies and makes it easier for students to process information visually than relying solely on class discussions. So that the card media students easily remember and, in the end, they can understand the material better.

There are media displayed by the teacher in cycle 2 learning that allow students to check and repeat the information in the card media repeatedly. This repetition helps strengthen short-term and long-term memory, making information more durable in students' memories. Word cards and mystery cards in the form of the names of the Types of Community Economic Enterprises and mystery cards in the form of statements and answers used in learning while playing, which are inserted with interactive quizzes, make learning more exciting and fun for students, so they are more enthusiastic in studying the material with the many activities that are demonstrated, observed, and played out in learning. Even with this medium, the teacher's energy does not run out because they must keep talking or lecturing. Thus, it has been demonstrated that incorporating these cards into the learning process helps students learn more, retain information, and do better in school.

Even though using the STAD model through card media did not increase the completeness of student learning outcomes, it did not reach 100%, and there were still 20%, or 8 out of 38, who were still incomplete. This is because some students have special needs due to various disorders. However, those who used this model and media experienced changes in the values obtained. This condition does have weaknesses in the STAD model, such as the fact that not all students have the same social skills to work in groups, and students who are less active or participate in groups can feel left behind.

Thus, using the STAD model with word card media to teach social studies makes it simpler for students to interact with and comprehend the subject matter. The improvement of student learning outcomes, the accomplishment of social studies learning objectives, the application of learning models, and the usage of this medium tailored to the requirements, features, and context of learning in grade 5 elementary school constitute the culmination of this learning.

CONCLUSION

The following conclusions can be drawn from the results of the study improvement research that the teacher conducted in social studies instruction utilizing the cooperative learning model of the Student Team Achievement Division type and card medium.: 1) The class average value increases. 2) Increase learning completeness significantly. 3) Increased student learning outcomes, 4) Increased student activity in learning, and 5) Fostering a sense of cooperation and prioritizing cohesiveness and interaction between students raises student motivation in

participating in learning and can increase student attention and motivation in understanding the material being taught.

From the above conclusions, the teacher is advised to: 1) Do self-reflection on student learning outcomes and make improvements to learning with appropriate methods that attract students' attention. 2) Open yourself to increasing your potential to become a professional teacher. 3) Improving communication and interaction with other school teachers to share knowledge and experience to improve teacher performance.

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