

Learning Social Studies with STAD Model to Enhance the Learning Outcomes of Deaf Eight Grade Students in Special Junior High School

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Abstract—The teacher of eight grade students with deaf in SMPLB (Special Junior High School) of Dharma Wanita Sidoarjo found many difficulties in teaching Social Studies lesson. According to prior identification result, there were difficulties, namely: (1) unavailability of Social Studies books which were considered to be relevant for the deaf children's characteristic, (2) learning facilities for Social Studies were not available, (3) the Social Studies learning outcomes still low, (4) the meeting allocation was less efficient. Through this classroom action research, it could solve Social Studies learning problems, so the teacher could improve Social Studies learning process and there was improving Social Studies learning outcomes of students with Deaf in SMPLB. The research result revealed that successful indicator attain 75% after taking action for two cycles. Social Studies learning outcomes of students on the basic competencies of "Natural Resources" at the beginning before being given action obtained average learning outcomes of 50.45%, and after being given learning measures achieved an average of 77.18%. This means that there was an increase in the acquisition of student learning outcomes in this second cycle of 26.73%.

Keywords—Social Studies; deaf; STAD

I. INTRODUCTION

Learning Social Studies for deaf students in SMPLB (Special Junior High School) tend to be delivered using lecture and question and answer methods. Learning interaction only occurs in two directions; namely between teacher and student or vice versa. The preliminary observations at the SMPLB in Social Studies learning in grade eight students used the behavioristic learning approach (classically) through lecture and question and answer methods. The basic competencies being studied are natural resources; and the learning media used are only globes. At that time the Social Studies book referred to by the teacher was entitled "Social Studies for Junior High School Grade VIII". Teacher was facing difficulties while delivered a Social Studies lesson for students with deaf as there has not been a book for Social Studies which specifically designed for students with deaf.

The preliminary observations to get a real picture of the implementation of Social Studies learning; through interviews with Social Studies teachers; have been reported that the Social Studies curriculum for students with deaf in SMPLB is the same as that used by public junior high schools. Students with deaf are not able to interpret written and spoken language over 12 words in one sentence; however learning resources are using a Social Studies book for typically developing children. Students can also understand abstract Social Studies concept; but cannot imagine or understand what the concept is. According to the teacher's acknowledgment; this often happens. On the one hand the teacher has difficulty finding visual examples of the concepts being discussed with his students. The teacher recognition in the direct encounter in the classroom; and if necessary to write on the blackboard on natural resources. There is not an atlas in the class; not even a wall map of the Indonesian archipelago. Students turned out to never read a map.

One of the characteristics of deaf children has barriers to communicate due to a hearing loss. [1] suggest that the characteristics of deaf children can be viewed from 3 aspects namely: (1) intelligence; (2) language and speech; and (3) emotional and social. Especially those relating to the intelligence of deaf children are like children with normal hearing.

To make it happens; teachers of students with deaf in SMPLB are expected to have knowledge about learning models and be able to choose and apply it appropriately in learning. Among the learning models that need to be learned and understood by teachers are cooperative learning models. Arends (1997) states that all learning models are characterized by the presence of (1) the structure of tasks; (2) the structure of objectives; (3) and the structure of rewards. Cooperative learning is a learning model based on constructivist learning theory; and the main principle of this theory is that knowledge is actively built by individuals.

The concept of learning according to constructivist theory [2] that students must build knowledge in their own minds. Teachers can help this process; by teaching ways that

make information very meaningful and very relevant to students; by giving students the opportunity to find ideas; and inviting students to be aware and consciously use their own strategies for learning. Vygotsky and Piaget stressed the existence of the social nature of learning. They stated that to increase the acquisition of student learning outcomes can be through peer collaboration (which has a level of difficulty ranging in the Zone of Proximal Development (ZPD) [2]; [3].

Among the learning models that have been proposed and can be referenced to be applied in Social Studies are the Student Teams-Achievement Divisions (STAD) learning model which is one type of cooperative learning model. The STAD model is deliberately chosen; because the STAD model learning is preceded by classical learning to explain information; this is very necessary for deaf students; in STAD also invites students to actively work in teams; which can optimize student learning activities. [4] Cooperative learning in Social Studies in the classroom (in this case for normal hearing children) helps students use various strategies as a positive alternative to traditional education methods. Furthermore; it was stated that the methods that can be used include Student Team Achievement Division (STAD) [5]. In connection with the strategy to deliver learning; there are three components that need to be considered in describing the delivery strategy; namely: (1) media; (2) interaction of learners with media; and (3) structure of learning (Degeng; 1993: 215).

The formulation of the problem raised are : (1) how is the increase in the activity of expressing opinions in the geography learning of students with deaf in SMPLB? (2) how does the increase in activities of pay attention and respond to the opinions of others in Social Studies learning of students with deaf in SMPLB?; and (3) how is the increase in the acquisition of Social Studies learning outcomes of students with deaf in SMPLB?

Relating to the formulation of the problem; then the hypothesis proposed are as follows: If teachers apply STAD method with visual media in Social Studies learning then; (1) activity in expressing opinion students with deaf in SMPLB will increase; (2) activity in attention and respond to other people's opinions of students with deaf in SMPLB will increase; and (3) the acquisition of Social Studies learning outcomes of students with deaf in SMPLB will increase.

II. METHOD

The participants in this study were: students with deaf and teachers in the third grade geography study in SMPLB in an effort to improve activities and acquisition of Social Studies learning outcomes. The subject of the class action research is grade eight students with deaf in SMPLB Dharma Wanita Sidoarjo numbering 6 students. The design of the class action research was chosen by the Elliot model ([6]; [7]); which consists of cycles. Data were collected by using interview method to collect data on teacher-related insights on cooperative learning; observation method to reveal the data on the implementation of Social Studies learning action. Data analysis used reflection analysis based on cycles; and searched for mean values (mean%) to track the level of learning completion (75%) achieved in each cycle.

III. RESULT AND DISCUSSION

The implementation of J. Elliot's class action research in the cycles of learning Social Studies by using learning model STAD and visual media visual; conducted by 2 cycles; has been preceded by the following steps: (1) introduction to the field (reconnaissance); (2) general plan; then (3) the implementation of action-based learning cycle which refers to the implementation of STAD which is always accompanied by visual media.

The action of learning Social Studies in the first cycle; and second cycle turns out to be held in 2 meetings (2 x 2 x 45 minutes). Classical learning; teachers and students discussed the concept of Social Studies: "Natural Resources" by using modules and learning worksheets and visual learning media. The map of Indonesia is used to identify locations: the distribution of animal resources and vegetable resources. Images and original or imitation objects of: renewable and non-renewable natural resources; plant-based natural resources and animal species of vegetable and animal resources. Original objects; for example mining products.

The results of observations of classical learning show that student learning activities was high when assigned to identify natural resources through reading maps. Quickly students can find the place location of each place in the map that they have never known before; and have never been invited by the teacher to read the map. In cycle I they were skilled at finding information on the map. Students learn in teams; guided by group worksheet and teaching materials packaged in modules. In one group (2-3 students) the composition consisted of students with high; medium and low intellectual abilities; men; and women regardless of ethnic origin.

Observation results report that students learn in teams; indicating that in the first cycle they were confused about the activities they had to do. They have not been able to interpret "discussion." And the teacher finds difficulties so that they can discuss. Then the teacher encourages the language "discussion" and uses other sentences "You talk with your friends; you discuss this" (while pointing to the worksheet). After discussing for 10 minutes; then they began to be able to argue and pay attention to each other's opinions and then respond using oral language (Social Studies) which are often accompanied by Indonesian language signals. Based on field notes; the group has not been able to solve all problems in the LKS

Work activities in the team are stopped by the teacher after 30 minutes. They (teams) can solve 3 problems including: (1) understanding of natural resources; (2) looking for differences in natural resources that can be renewed and which cannot be renewed; and (3) identifying and distinguishing examples of vegetable and animal natural resources through observation of 12 pictures.

Field notes show that groups have not been able to explain the differences in natural resources that can be renewed and which cannot be renewed. This inability is proven that the two groups are wrong in explaining the differences in natural resources that can be renewed and which cannot be renewed. It was found that the group's answer was only quoting what was in the module; and that it was considered correct. This means that they

have not been able to properly understand the concept of renewable and non-renewable natural resources. Therefore the implementation of the first cycle of Social Studies learning needs to be carried out in the second cycle of action (as an improvement in learning actions) and to continue some of the unfinished discussion of the first cycle carried out in cycle II .

The second cycle of learning action is as follows. Classical learning activities about natural resources; referring to the revised action of cycle I (understanding and distinguishing the concept of renewable and non-renewable natural resources. This classical learning; the teacher uses visual learning medi; maps of the distribution of animal and agricultural resources in Indonesia to identify the distribution of animal resources and vegetable resources Images about: renewable and non-renewable natural resources; plant-based natural resources and animal; samples of mining products.

The results of observing the action of cycle II; the teacher explains the concept of renewable natural resources and which cannot be renewed using examples of mango trees in the yard next to their class. He explained that the mango tree was now bearing fruit. We eat the fruit; and one day the fruit runs out. If the mango tree does not like it; because the fruit is sour; and new mango trees are replaced. If the mango tree collapses; then the person who has it can plant a new mango tree whose fruit is sweet ; like so on. This means that the mango tree is an example of renewable natural resources. Some of you have fish. The fish spawn and fry hatch. Then the small fish becomes big; and some are dead. The large fish lay eggs again and become small fish and then they are ready to be sold or maintained by others; and so on. It means that fish are examples of renewable natural resources. Can people make gold; gasoline; steel; tin or coal using certain materials ? When students are asked; they pause; and answer cannot. Well; because humans cannot make it anymore or replace gold; gasoline or coal and others; these mining products are examples of natural resources that cannot be renewed.

Studying in teams ; students working on this team are guided by student worksheets. Completion of students understand the contents of "Natural Resources" . As long as students work in teams; among them are given the opportunity to ask questions and among them have the opportunity to provide answers to these questions; before the question is asked to the teacher. While working in the team; the teacher goes around observing group activities and can give praise to the team that works well. The results of observations of learning process in the Cycle II team; the team can complete its task of discussing the students worksheets about "Natural Resources" requires an average time of 11 minutes.

The results of field notes found that groups working in teams were correctly identifying and finding natural resources from the results of agricultural; plantation; and forestry businesses through visual media of various types of natural resources. Indicator of the success of students working in teams is indicated by the group student worksheets discussed. After being discussed by the teacher with the students; it turns out that the answers to the students worksheets are all true. This means that they can

achieve the learning completion(> 75%) in cycle II . At the evaluation stage; the researcher and the teacher review the learning process and the results of the group quiz and individual quizzes that have been carried out to make decisions: (1) reflect on the results of learning monitoring ; (2) make revisions (if there are still weaknesses) on learning modules and student worksheets ; (3) make a record of the success of the implementation of learning from the results of the second cycle of action; (4) if the second cycle of learning is successful; then post-test is given. In accordance with the STAD learning rules; at the end of the implementation for high-achieving teams should be rewarded based on the evaluation of team and individual achievements in the team.

The learning action cycle II is based on the results of the field notes on the actions of the meeting cycle I; the evaluation results show that the activity and the acquisition of learning outcomes (referring to complete learning outcomes)> 75% is achieved. The findings of Social Studies learning from the learning actions of cycles I and II of learning achievement (%) are presented in the table 1.\

TABLE I. RECAPITULATION OF THE SOCIAL STUDIES LEARNING OUTCOMES OF GRADE EIGHT SMPLB DHARMA WANITA CYCLE I AND CYCLE 2

Average Score on Learning Outcomes in Class and Cycle				
No.	Learning Aspect	Pre-cycle	Cycle I	Cycle II
1.	Giving opinion activities	----	72,63%	86,09%
2.	Pay attention and respond to other opinions activities	----	70,00%	85,81%
3.	Leraning Outcomes	55,33%	70,81%	77,27%

Based on the average value in cycle I; and II; that Social Studies learning taught by the STAD method and visual media; the research findings show there is an increase of 10.46% of student learning activities in expressing opinions. It means that the action hypothesis proposed that "if using the STAD method and visual media in Social Studies learning then student activity increases" is proven and shows convincing results. This means that the activity of expressing the opinions grade eight students with deaf in SMPLB Dharma Wanita during the learning action of the STAD method visual media on the geographic subjects of the first cycle; and II; increased by 10.46%.

The findings of this study are in line as suggested by [8] that auditory skills in class settings of peer group models (peer collaboration) can improve learning activities of deaf students. This means that peer group learning can also be carried out by deaf children. It turns out that Social Studies learning actions through the STAD method with visual media can increase the activity of giving opinion and respond to other people's opinions. This means that deaf students can discuss in groups in Social Studies learning. Student learning activities in observing and responding to the opinions of others; their scores become higher as long as they are given learning actions. By looking at the data on the table; the activity of paying attention and responding to the opinions of others in each cycle shows an increase. This increase is indicated by changes in the average value achieved. That is; that activities in paying attention and responding to the opinions of others in Social Studies learning found an increase of 15.81% from cycle I to cycle

II. The research findings show that there is an increase in student learning activities in paying attention and responding to the opinions of others in Social Studies learning through the STAD method of visual media. It means the action hypothesis proposed that "if using the STAD method with visual media in Social Studies learning; the activity of students in paying attention and responding to other people's opinions increases" is proven and shows convincing results.

The findings of this study are also in line with those proposed by Brackett [8] that auditory skills in class settings of peer group models (peer collaboration) can improve learning activities of deaf students. This means that peer group learning can also be carried out by deaf children. It turns out that Social Studies learning through the STAD method with visual media can increase student activity in paying attention and responding to other people's opinions. This means that deaf students can discuss in groups in Social Studies learning. The findings of this study support the development theory proposed by Vygotsky about ZPD [3]; that the actual potential of children can be developed through peer collaboration; in this case related to work activities in the team. Since deaf children have the same intellectual potential and abilities as normal children; their actual potential can be optimized in Social Studies learning by using visual learning media.

Pre-cycle learning outcomes are obtained from teacher when learning natural resources is learned using lecture and question and answer methods. The table shows learning gain (pre cycle; cycle I; cycle II) there is an increase. Changes in average values achieved: cycle I increased by 15.48%; cycle II increased 6.46%; and there was an increase compared to the pre-cycle with the second cycle increasing by 21.94% which indicated the achievement of learning outcomes in cycle II was 77.27%. The research findings indicate that there is an increase in learning outcomes in Social Studies learning through the STAD method with visual media. It means the action hypothesis proposed that "if using the STAD method with visual media in Social Studies learning; student learning outcomes increase. The results of this study; substantively; show results that are contrary to those stated by McKane; Feterson; Zeekel and Koll [9]. This means that verbal

intelligence and academic abilities of deaf children can be optimized / improved through cooperative learning; including the STAD method of visual media.

IV. CONCLUSION

The results of the study of Social Studies learning by using the STAD method in visual media for grade eight students with deaf in SMPLB Dharma Wanita Sidoarjo is increasing. Firstly; the Social Studies learning process in each cycle has increased learning related to: (a) students' understanding of an Social Studies concept is better and more concrete because visual examples have been demonstrated in learning. Secondly; Social Studies learning activities of students in expressing opinions in each cycle experienced an increase of 13.46% in the second cycle than the first cycle. Thirdly; the students activity in paying attention and responding to the opinions of others on the second cycle increased 15.81% compared to the first cycle. Lastly; Social Studies learning outcomes of students in each cycle increased 15.48 % from the pre-cycle (learning outcomes data from teacher) in the first cycle; and increased 6.46 % (cycle II) with the acquisition of learning outcomes in the second cycle 77.27%.

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