

**DIGITAL MEDIA BASED STAD +3R AS AN
INNOVATIVE METHODS
FOR WRITING EXPLANATION TEXT TEACHING LEARNING**

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ABSTRACT

Innovation in learning has to be done, including IKIP Siliwangi students, learning innovation becomes the background in this research, the innovation in question is to develop existing learning models tailored to the needs of students and combine learning model with digital media. The purpose of find out the results of students' learning in writing explanation text using innovative methods, and to know the implementation of STAD+ 3R methods based on digital media as innovative methods. The research used is quantitative descriptive in the form of Nonequivalent control groups. The population in this study was 300 grade VIII students. The sampling used purposive sampling and obtained grade VIII B as an experimental class of 30 students and grade VIII A as a control class of 30 students. The results showed the study increased the average score by 21.87 points from 56.13 to 78. Significant differences through statistical test with signification score of 2-tailed independent t test sample test is $0.003 < 0.05$, it can be concluded there is a meaningful difference between the control and the experiment class, Implementation of STAD +3R method based on digital media goes very well with the results of students' work in the experiment class with digital products in the form of vlog, pptx and e-book.

Keywords: *innovative methods, STAD +3R based digital media, explanation text*

ABSTRAK

Inovasi dalam pembelajaran sudah harus dilakukan oleh semua pihak, termasuk mahasiswa IKIP Siliwangi, inovasi pembelajaran menjadi latar belakang dalam penelitian ini, inovasi yang dimaksud adalah mengembangkan model pembelajaran yang telah ada disesuaikan dengan kebutuhan peserta didik dan menggabungkan model pembelajaran dengan media digital sebagai sarana menyampaikannya. Tujuan penelitian ini, untuk mengetahui hasil belajar siswa dalam menulis teks eksplanasi menggunakan metode inovatif dan mengetahui implementasi metode STAD+ 3R berbasis media digital sebagai metode inovatif. Metode penelitian yang digunakan adalah deskriptif kuantitatif dengan kuasi eksperimen dalam bentuk *Nonequivalent control grup*. Populasi dalam penelitian ini adalah 300 siswa kelas VIII. Pengambilan sampel menggunakan *purposive sampling* dan diperoleh kelas VIII B sebagai kelas eksperimen sebanyak 30 siswa dan kelas VIII A sebagai kelas kontrol sebanyak 30 siswa. Hasil penelitian menunjukkan hasil belajar kenaikan nilai rata-rata sebesar 21,87 poin atau 28% yaitu dari 56,13 menjadi 78. perbedaan signifikan melalui uji statistik dengan nilai signifikansi *2-tailed* uji *t independent sampel test* adalah $0,003 < 0,05$, dapat disimpulkan terdapat perbedaan bermakna antara kelas kontrol dengan kelas eksperimen, Implementasi metode STAD +3R berbasis media

digital berjalan sangat baik dengan hasil unjuk kerja siswa di kelas eksperimen berupa produk digital berupa *vlog*, *pptx* dan *e-book*.

Kata Kunci: metode inovatif, STAD +3R berbasis media digital, teks eksplanasi

INTRODUCTION

The writing of this article contains various aspects of juridical, theoretical, and empirical aspects. Legal or juridical aspect in conducting the learning process one of which is set in Permendikbud nomor 37 the year 2018, clearly in chapter 2A that the informatics content is integrated into the learning, it has become a consideration of the policy developers, that the use of technology in the learning process is no longer negotiable. The explanation text is found in the KD 3.10 page 18 in the Permendikbud. Theoretically, according to (Cahyadi, 2018) The explanation text means the text is a form of sentence explanation about the process of connectivity of various phenomena, whether it is a natural phenomenon, technology, disaster, politics, culture, social, arts, science, and others. (Kosasih, 2017) The explanation text in answer to the question of why, unraveling is causality, the explanation text in answer to the question of how unraveling is chronological. (Mahsun, 2014) argues that the explanation text is a text-based on the structure, consisting of portions of a general declaration (opening), a row of explanations (contents), and interpretation (conclusion). An indicator of the basic competency of the exporting text is that the student can write the explanation text according to the structure. Writing can be interpreted as an activity to think that has to do with reason, an important activity for affect life, (Wikanengsih, 2013). Writing an explanation requires reason in its implementation.

Technology is not a foreign thing, gadgets, laptops, and the Internet is a small number of technologies that exist at this time, certainly, the technology can be used for various purposes. Education should not be missed in utilizing technology in the process of learning (Kemendikbud, 2018). STAD +3R based on digital media is an innovative learning method that utilizes a lot of technology in its learning process. STAD +3R method based on digital media in the development of the STAD type cooperative learning model first developed by Slavin at Johns Hopkins University based in

Baltimore, Maryland, US. The STAD stands for Student Team Achievement Division, while the STAD +3R stands for Student Team Achievement Division + Remind, Rewrite, Record. Remind that is to remember, Rewrite means to write back, Record means to save, certainly in the process of recording based digital media. Digital Media means all digital devices include hardware, software or applications, and connected network transmissions, and correlates.

STAD type cooperative learning measures (Slavin, 2000), is the basis of implementation of learning using the STAD + 3R method based on digital media,

- a) transfer of knowledge, teacher conveys basic competencies,
- b) indicator, learning objectives, and presenting the subject matter,
- c) forming a group with a member of students has the same interest,
- d) the teacher gave the duty to the group to be done by the members of his group,
- e) treatment Remind, learners are given time for relaxation and pausing from physical activities, then allowed to remember all the subject matter recently studied and think about the digital products to be made,
- f) rewrite, learners write back everything they wanted,
- g) record, in this step learners are directed to record or save all activities or writings using digital media can be through a computer, laptop or gadget, then students are directed to make the product using digital media can be a vlog, pptx, or e-book, depending on the interests and abilities of the students,
- h) learners present the results of records.
- i) the teacher gives awards and is given an online quiz. (<http://gg.gg/Kuis-Teks-Eksplanasi-Ek-1>)

METHOD

Quantitative methods became the approach used, with the type of comparative research, combined with the quasi-experiments in the form of a Nonequivalent control

group, the meaning comparatively comparing two different variables(Sugiyono, 2014)

Following the design used,

O₁	X₁	O₂
O₃	X₂	O₄

O₁ = Experimental First Test or STAD +3R (pretest)

O₂ = Second Test experiments or STAD +3R (posttest)

X₁ = Treatment Using the STAD + 3R based on Digital Media method

O₃ = First Test control or STAD (pretest)

O₄ = Second Test control or STAD (posttest)

X₂ = Treatment Using the STAD type Cooperative model

Sampling uses purposive sampling and obtained class VIII B as a STAD +3R or experimental class as many as 30 students and class VIII A as a STAD or control class as many 30 students. The instruments used in this study include RPP, test problems, assessments, SIGIL applications, Beesmart, and AV explanation. Instruments are aids in the collection of research data(Arikunto, 2014). The step is to give the first Test, give the treatment, give the second Test, then the test result is collected into the data processed assisted by IBM SPSS application. The process includes data processing, data analyzers, and interpretation of analysis results(Cresswell, 2009).

RESULT AND DISCUSSION

Results

Data is empirically presented quantitatively, based on student learning outcomes, as well as pretest and posttest results,

Table 1 Pretest Results Data

NO	NAME	Aspek Penilaian				Score	Value
		Afcization	Structure	Factual	Linguistics		
1	SA	2	1	1	1	5	42
2	SB	2	1	1	1	5	42
3	SC	2	1	1	2	6	50

NO	NAME	Aspek Penilaian				Score	Value
		Afcization	Structure	Factual	Linguistics		
4	SD	2	1	1	2	6	50
5	SE	2	1	1	2	6	50
6	SF	1	1	1	2	5	42
7	SG	2	1	1	1	5	42
8	SH	2	1	2	1	7	58
9	SI	1	1	1	1	4	33
10	SJ	2	1	1	2	6	50
11	SK	3	1	2	2	8	67
12	SL	3	1	2	2	8	67
13	SM	3	1	2	1	7	58
14	SN	2	1	1	2	6	50
15	SO	3	1	2	2	8	67
16	SP	3	1	2	2	8	67
17	SQ	2	1	1	1	5	42
18	SR	2	1	1	2	6	50
19	SS	2	1	1	1	5	42
20	ST	3	1	3	2	9	75
Average							52,2
Lowest score							33
Highest score							75

Formulas used:

$$\frac{\text{Total score obtained}}{\text{Maximum score}} \times 100$$

Based on table 1, on top of the initial test results, data obtained through pretes, the highest score is 75, the lowest score is 33, and the average is 52,2.

Table 2 Postest Results Data

NO	NAME	Aspek Penilaian				Score	Value
		Afcization	Structure	Factual	Linguistics		
1	SA	2	2	2	2	8	67
2	SB	3	2	2	2	9	75
3	SC	3	2	3	2	10	83
4	SD	3	2	3	2	10	83
5	SE	3	2	3	2	10	83

NO	NAME	Aspek Penilaian				Score	Value
		Afcization	Structure	Factual	Linguistics		
6	SF	3	2	3	2	10	83
7	SG	3	2	3	2	10	83
8	SH	3	3	2	2	10	83
9	SI	3	3	3	2	11	91
10	SJ	3	2	2	2	9	75
11	SK	3	2	3	2	10	83
12	SL	3	2	2	2	9	75
13	SM	3	3	2	2	10	83
14	SN	3	2	3	2	10	83
15	SO	3	2	3	2	10	83
16	SP	3	2	3	2	10	83
17	SQ	2	2	2	2	8	67
18	SR	3	2	3	2	10	83
19	SS	3	2	2	2	9	75
20	ST	3	3	3	2	11	91
Average							80,6
Lowest score							67
Highest score							91

Formulas used:

$$\frac{\text{Total score obtained}}{\text{maximum score}} \times 100$$

Based on table 2, on top of the final test results, data obtained through postes, the highest score of 91, Lowest score of 67, and the average of 80,6.

Furthermore, the authors, classify or sort the grades, the students' learning results into three groups namely the students who get the lowest grades, students who get moderate grades, and students who get the highest grades. To determine the grades being taken students who get the grades in the middle, refer to the average score or some point above the average score. highest score of 91, middle score of 75 and 83, low score of 67.

Discussion

Discussion can be viewed through the statistical tests, statistical tests were conducted to determine whether the influence of one variable with another variable, the variables in this study were explanation text learning and digital media based STAD +3R methods, done paired samples t-Test to find out the influence of igital media based STAD +3R methods in the learning process, paired sample t-test is one of the testing methods used to assess the effectiveness of treatment, marked differences in the average before and average after treatment, (Widiyanto, 2013). Following paired samples t-test statistics.

Tabel 3 Paired Samples t-Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRETEST - POSTTEST	76.213	3.63809	1.33787	33.83334	51.9773	28.333	20	.000

Based on table 3, the Paired Samples t-Test shows sig (2-tailed) 0.000, which means it is smaller than 0.005 ($0.000 < 0.005$) so it can be concluded there is a significant difference between the pretest results and the final test (posttest) on the learning of writing the explanation text, meaning that the learning method of the STAD +3R method has a significant influence on the student's learning outcomes.

In addition to the statistical test of empirical data, learning using the method of STAD + 3R based on digital media, directing students to use technology in their learning, proven by the product produced by the students in the form of the vlog, pptx, and e-book. It became a striking distinction between the STAD + 3R method based on digital media with STAD. The following products work students' results from a group performance.

Table 4 Results of the group work

Group	Remind (2)	Rewrite (3)	Record (3)	Score	Predicate
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1	Pptx 3	G Drive 4	https://drive.google.com/docsx 4	3,75	A
2	Vlog 4	Youtube 3	https://youtu.be/nyzH1KqZGck 4	3,75	A
3	E-Book 4	Dropbox 3	https://dropbox/scl/fi/sel551au 4	3,62	A
4	E-Book	G Drive	https://books.google.co.id/asda	3,62	A
5	Pptx 4	I Cloud 4	https://cloud.i/myzz2EfrSSON 3	3,62	A

Description		Remind	Rewrite	Record
Score	Predicate	Digital Products	Digital Storage Place	Digital storage Links
3,50 – 4	A			
3 – 3,49	B			
2 – 2,99	C			

$$\text{Formula score} = \frac{\text{Total Score} \times \text{3R score}}{\text{3R Maximum Score}}$$

CONCLUSION

The learning outcomes of writing an explanation text using the digital media-based STAD + 3R method increases value acquisition, proving with an average increase of 21.87 points or 28% i.e. from 56.13 to 78. This method directs students to utilize technology in the study, proven by the digital products produced by students.

The difference between the type of cooperative model of STAD with the method of STAD + 3R based on digital media is the final product produced by the student, STAD only products in the form of paper that can be lost or damaged, while the STAD + 3R based digital media not only produces conventional paper in the form of papers, it also produces digital products in the form of vlogs stored in youtube, pptx and e-book stored in google drive, I cloud, or dropbox. On the group's work. It is in line with Permendikbud no. 37 the year 2018, that the informatics content is integrated into the learning process. On average, learning using the digital media-based STAD + 3R method is higher than 10.5 points compared to the STAD-type cooperative model. Also based on statistical test the significance value of the 2-tailed Test T Independent sample test is $0.003 < 0.05$ with a negative T-count value which means there is a significant difference between the learning outcomes of the control class using the STAD-type

cooperative model, with the experimental class using the STAD + 3R method of the digital media based.

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