IMPLEMENTATION OF COOPERATIVE LEARNING MODEL TYPE STAD AIDED WITH WHEEL OF NAMES TO INCREASE LEARNING INTEREST AND ACTIVITIES

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Abstract: Implementation of Cooperative Learning Model Type STAD Aided with Wheel of Names to Increase Learning Interest and Activities. *This research aims to improve Learning Interest and Learning Activities of Class XII PS SMK YAPPI Wonosari in the academic year of 2021/2022 by implementing Cooperative Learning Model Type STAD aided with Wheel of Names. This research is a Classroom Action Research (CAR) carried out for a minimum of 2 cycles. The subjects in this study were 10 students of class XII PS SMK YAPPI Wonosari. The data collection was done with a questionnaire for interest in learning, while learning activities used an observation sheet. The data analysis technique used in this study is quantitative data analysis, including the percentage of students' interest in learning scores and student learning activities. The results of this study that the Wheel of Names media application can increase learning interest and learning activities of XII PS SMK YAPPI Wonosari students for the 2021/2022 academic year, as evidenced by an increase in student interest in learning and active learning scores. The score of student interest in learning in Cycle I was 73,43%, an increase of 22,22% to Cycle II of 95,65%. Meanwhile, the score of student learning activity in Cycle I was 72,22%, an increase of 22,22% to Cycle II of 94,44%.*

Keywords*: Leaning Interest, Learning Activities, STAD, Media Wheel of Names*

INTRODUCTION

Interest in learning is one of the determining factors for the success of the student learning process. Students who have a high interest in learning will get good learning achievements. The formation of interest in learning will bring changes in learning in a more positive direction. Wardiana (2004: 149) believes that students who have a high interest in learning will do more and faster activities than those who are less motivated. The provision of good facilities, selection of learning methods, and learning media will support educators in carrying out the learning process. The existence of facilities will make it easier for educators to deliver material according to the method used. This facility must be balanced with the quality of classroom mastery by educators in teaching so that students are able and willing to accept the material presented.

The reality that occurs in the educational environment is the low interest of students to learn. This is caused by the lack of willingness and desire of students in

learning, boring learning methods, lack of facilities, and limited learning media. Based on research conducted by Hazari Gustina (2020) with the title Effect of Learning Interest on Student Learning Outcomes Class V in Mathematics at School Basis of the State 68 City of Bengkulu. Researcher found that students' interest in mathematics still low. This is because students feel bored with the learning method used by the teacher during the learning process. Because the method used by teachers are still dominant using conventional methods such as teachers directly give assignments to students without any explanation of the material first, after the students finished working on the questions, the teacher asked the students to collect it then the teacher gives a value. Using such conventional methods will make students find it difficult to understand the subject matter and are not interested in take lessons.

Based on the observations made by researchers on 10 February 2020, and while carrying out Educational Practice (locally termed Praktik Kependidikan, PK) activities in July-December 2020 at the Sharia Banking Study Program at SMK YAPPI Wonosari, there were problems related to the lack interest of learning. The lack of student interest in learning is marked by students look less enthusiastic about interested feeling, students pay less attention when the teacher explains the learning material, less hope, less needs, and less motivation. In addition to interest in learning, active learning is also important because student activity is able to create situations that can bring active students learn to achieve behavior change. Student learning activity is influenced by several factors, including internal factors and external factors. Slameto (2003: 54) says that "Internal factors are factors of active learning that exist within the individual and external factors come from outside the individual. Internal factors individual can be in the form of physical condition, intelligence, interest in learning, motivation learning and learning readiness when blind children do not see following learning. External factors in the form of the child's emotional relationship with parents, interaction with teachers, use of effective learning components interest, and interaction with the social environment". Student learning activity is very important because the knowledge, skills, and attitudes must be processed by the students concerned. However, the reality shows that there are still many students who are less active in learning. This is caused by the condition of students, student anxiety, student motivation, student environment, and the teacher's role in learning. Based on research conducted by Annisa Puji Susanti with the title Improving Activity and Learning Outcomes of Cube and Block

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Materials Through The CTL model of the LKS-Assisted Demonstration Method shows that the low activity of students is caused by poor mathematics learning still teacher-centered, the delivery of material has not been linked to real situations, delivering material with the lecture method, has not directed students to construct knowledge through experience real students, rarely condition students to study in groups so that students passive and unable to find concepts through student experience.

The fact that happened at SMK YAPPI Wonosari, the lack of student activity in learning is characterized by students who are less active in asking the teacher, students are less precise in answering questions, students are less active in discussing with friends, pay less attention to the teacher's explanation, less active in expressing opinions, and students lack confidence in learning activities.

Cooperative learning model type STAD (Student Teams Achievement Divisions) is one of the cooperative learning applied to deal with different abilities of students. Where this model is seen as the most simple and direct method of cooperative learning approach. This method is the earliest found and developed by educational researchers at Johns Hopskins University United States by providing a form of cooperative learning. In which students are given the opportunity to collaborate and elaborate with peers in the form of group discussions to solve a problem (Arindawati, 2004: 83-84). Therefore, models STAD learning is suitable to be applied because of its easy implementation and can be implemented simply. According to Slavin (2015) STAD learning teaches students to work together on a task together with them must coordinate joint efforts to solve it.

This is supported by research conducted by Rinda Lestari (2020) with the title Implementation of Cooperative Learning Model Type STAD (Student Team Achievement Division) with the Assistance of Comics to Increase Learning Interest in Accounting Student of Class XII IPS 1 SMAN 1 Patuk the Academic Year 2019/2020. Based on the results of the study can be concluded that the implementation of STAD aided with comics can increase students' interest in learning in class XII IPS 1 SMAN 1 Patuk. This is evidenced by the student learning interest which increased from first cycle to second cycle, in first cycle of 75,64% and in second cycle of 94,18% resulting in an increase in student learning interest of 18,55%. Lalu Teguh Kurniawan (2018) with the title Implementation of STAD Type Cooperative Learning Model to Increase Activity and Learning Outcomes Students in Maintenance Subjects Light Vehicle Electricity at Piri Sleman Vocational School. The result showed that the

application of the STAD type Cooperative Learning Model will increase the activeness of student to the academic subjects of Maintenance and Repair Automotive Electrical Competence Conventional Ignition System students' class of 11 th grade TKR A at Vocational High School PIRI Sleman in 2017/2018 of academic year. The increasement cycle of students positive learning activities can be proven by the first cycle increased up to 51% in 3 indicators of activeness from 6 indicators, the second cycle are 2 indicators and the third cycle is 0 indicator of activeness. Based on the conditions described above, the researcher will conduct a study titled "Implementation of Cooperative Learning Model Type STAD aided with Wheel of Names to Increase Learning Interest and Activities of Islamic Economy Class XII Sharia Banking SMK YAPPI Wonosari the Academic Year 2021/2022".

LITERATUR REVIEW

Learning Interest in Islamic Economics

Etymologically, interest means liking, attention (tendency to something), desire. This means that interest is a person's interest in an object that encourages people to glance at something. According to Mohamad Surya (2003: 100), interest can be interpreted as a feeling of pleasure or displeasure in dealing with an object. Aiken (1994) defines interest as a preference for activities. This means that interests are related to values that make a person have other choices. According to Tampubolon (1991: 41), interest is a combination of desire and that will develop with motivation. The person will realize interest if a person desires to learn something he wants. Based on this understanding, interest means a person's feeling of liking or attraction to something. Interest is closely related to the fulfillment of a need to choose the things that make a person interested. Drs. Slameto revealed that the definition of learning is an individual effort process to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with the environment. (Ainurrahman: 2013) Learning shows activities carried out by someone conscious or intentional. This activity refers to a person's activeness in carrying out mental aspects that allow changes to occur in him. The learning process occurs when a person is met with something/new situation so that he has to solve the situation or problem. The issue of Islamic Economics is still being discussed by various circles, academics, practitioners, and observers. Muhammad Abdul Manan revealed that Islamic Economics is a social science that studies people's economic problems inspired by Islamic values. Another understanding expressed by M. M. Mettwally, Islamic Economics can be defined as a science that studies the behavior of Muslims (who

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believe) in an Islamic society that follows the Qur'an, Prophetic Hadith, Ijma', and Qiyas. According to Monzer Khaf, Islamic economics studies the process and control of human activities related to production, distribution, and consumption in Muslim societies. Based on this understanding, Islamic Economics can conclude that it is a social activity in the form of production, distribution, and consumption by taking into account the rules that have been written in the Qur'an, Hadith, Ijma', and Qiyas.

Learning Activities in Islamic Economics

According to Hamalik, active learning is a situation or thing where students can be involved. Meanwhile, according to Sardiman (2001: 98), activity is an activity that is both physical and mental, namely doing and thinking as a series that cannot be separated. The physical activity in question is that students are active with their limbs and do not just observe, listen, or see. At the same time, mental activity is if the soul can function as well as possible in the learning process. The learning process in question is not just reading and memorizing because students need to remember and apply what they have learned. Memorizing is only a temporary memory for students, but if you remember, understand, and apply, students will understand and understand the learning in question.

STAD Learning Model

The STAD learning model is one type of the most widely applied cooperative learning model in assisting the learning process in class. This is because STAD learning model is a model that is still simple as well easy to apply for beginners. According to Slavin (2016: 143) STAD is one of the cooperative learning methods the simplest, and is the best model for starters for teachers who are new to using learning models with a cooperative approach.

Media Wheel of Names

The random name picker/Wheel of Names is a website used to randomize a name. The name that appears when the wheel is rotated, then the name is appointed to carry out an order or given something according to need. According to Julie Smith (2019), the wheel of names is a random selector tool designed to choose winners/names. Tamra Bing, M.Sc., R.SLP (2020) also revealed that the wheel of names is what it sounds like: a digital spinning wheel that you can fill in with your characters, words, questions, or prompts. Rita Wati (2020) stated that Wheel of Names is an online application that runs on a web browser whose purpose is to use it to do lottery prizes.

How to operate the Wheel of Names is to fill in the initial data in the form of a name. These names can be filled directly on the web or linked with Microsoft Excel. Then when making a video call, the Wheel

of Names can be connected so that the names that appear can carry out an order appointed by the moderator.

RESEARCH METHOD

This research is classroom action research (CAR). According to Suharsimi Arikunto (2006), classroom action research is an observation of learning activities in the form of action. This action research activity aims to approach the educational process and regard it as a training unit, which views a teacher as the best judge of the entire learning experience. Thus, action research can bridge the gap between theory and educational practice. Even teachers are encouraged to develop their concepts and ideas and then put them into practice in their learning activities.

The techniques used by researchers to support research data collection are questionnaire and observation sheet.

This research was carried out at the SMK YAPPI Wonosari, located at Bansari, Kepek, Wonosari District, Gunungkidul Regency, Special Region of Yogyakarta 55813. This research was carried out from 20 September to 8 October 2021.

The subjects in this study were all students of class XII Sharia Banking at SMK YAPPI Wonosari for the academic year 2021/2022, totaling 10 students. The object of this researching is learning interest and learning activity in Islamic economics, which is related to implementing STAD

with Wheel of Names Media to increase student interest and learning activity.

This study uses a quantitative descriptive analysis technique. Descriptive statistical analysis is statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations.

The indicator of success in this research is the increasing interest in learning and active learning of students in Islamic Economics subject matter of transaction contracts in fiqh muamalah using the wheel of names media. This research will be successful if the average score of interest in learning and student learning activity has increased after being given action. The size of average score of student interest is ≥75%.

RESEARCH RESULT AND DISCUSSION

Pre-Cycle

This research was conducted at SMK YAPPI Wonosari. Before carrying out the research, the researcher made observations first. Observations were carried out on 10 February 2020, with class observations and interviews with the subject teachers in question. Based on the interviews, the teacher revealed that the students' interest and activities in learning were still lacking. This is evidenced by the fact that there are still students who are late for class, so the teacher has to wait for students. Some

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students do not pay attention to the teacher when learning takes place and chat with other students. Students are also less involved when asked to answer questions. Often teachers have to reprimand students and give advice before class ends. This proves that students are less interested and less active in learning.

Observation of learning in the second class was carried out in July 2020 by attending classes when carrying out Educational Practices (PK). Based on the learning that the researcher followed, it showed that the student's interest and activeness in education were low. This is evidenced by some students who do not participate in learning, do not ask questions about material they do not understand and are late in submitting assignments, so the teacher must remind them. The results of observations and implementation of Educational Practices in the classroom, there are 3 students (30%) students do not show a response when asked to ask or answer questions, 4 students (40%) students do not collect assignments according to the deadlines that have been set and 3 students (30 %) ask and answer questions, and manage assignments on time.

Cycle I

Based on the questionnaire results on student learning interest in the first cycle of 9 students, it showed that students' interest in learning to account obtained an average

score (Mean) achieved was 73,42% with a median value (Median) of 72,82. The value that often appeared (Mode) was 72,82 can be seen in the attachment. The mean lies in the good category, namely at the interval of 61-80%. Based on the results presented, students' interest in learning to account can be shown in the following table categories:

Table 1. Category of Student Learning Interest Cycle I

Assessment Criteria		Frequency	%
81-100%	Very Well	0	0
61-80%	Good	9	100
41-60%	Enough	0	0
21-40%	Not Enough	0	0
Total		9	100

Based on the frequency distribution table data above, students who take Islamic Economics learning using the wheel of names learning media get good grades. Students have a fairly good interest in learning. It's just that further guidance is needed to increase student interest in learning.

Furthermore, the observation sheet measures the student's learning activity in participating in learning. Through this observation sheet, the teacher assesses all student activities in the ongoing learning. The observation sheet is filled in during class learning. The observation sheet is used to determine the learning activity of class XII Sharia Banking students at YAPPI

Wonosari Vocational High School in Wonosari's Economics and Business subject matter of transaction contracts in fiqh muamalah.

Based on the data from the observation sheet on student learning activity in the first cycle of 9 students, it showed that the student's active learning accounting obtained an average score (Mean) that was achieved was 72,22% with a median value of 72,22, and a score that often appeared (Mode) is 72,22 can be seen in the attachment. The mean lies in the excellent category, namely at the interval of 81-100%. Based on the results presented, student accounting learning activities can be presented in the following table categories:

Table 2. Category of Student Learning Activities Cycle I

Assessment Criteria	Frequency	%
Very Well	0	0
Good	7	88,89
Enough	1	11,11
Not Enough	0	0
Total	9	100

Based on the frequency distribution table data above, students who take Islamic economics learning using the wheel of names learning media get excellent activeness scores. Students have a reasonably good learning activity. It's just that further guidance is needed to improve student learning activity.

Reflection is based on the results of the first cycle of observations. In the first cycle, the researcher saw that students' interest in learning and active learning increased with applying the wheel of names media, especially Islamic Economics material regarding transaction contracts in fiqh muamalah. Although questionnaires, observation sheets, and field notes show that students' interest in learning is not high, this is already quite good compared to previous students' interest in learning. It can be seen that there are still students who are less active and lack the initiative to ask questions or respond. In addition, teachers still have not fully mastered applying the media wheel of names. The lecture method (conventional) makes teachers accustomed to and less implement other learning methods/media. Weaknesses in the first cycle are: by using Google Meet, students become hesitant to discuss the material with their group mates. This is because when one student speaks, other students can listen. When students speak, it is possible for other students to speak as well. This will be corrected in the second cycle by utilizing the breakout rooms feature on Google Meet.

Based on the results of these reflections, the researchers then made improvements by collaborating with the teacher. The teacher is tasked with monitoring student activities and participation in learning. In addition, teachers also have to get used to applying

the media wheel of names in learning activities. This research is then continued in the second cycle to determine whether there is an increase in Islamic economics learning material transaction contracts in fiqh muamalah through the wheel of names media.

Cycle II

Based on the results of the questionnaire on student interest in learning in the second cycle of 10 students, it shows that student interest in learning has increased by 22,22%, the average value (Mean) achieved is 95,65%, with the median value (median) 96,19, and the value that often appears (Mode) is 95,65 can be seen in the attachment. The mean lies in the excellent category, namely at the interval of 81-100%. Based on the results presented, students' interest in learning to account can be seen in the following categories.

Table 3. Category of Student Learning Interest Cycle II

Assessment Criteria	Frequency	%
Very Well	10	100
Good	0	0
Enough	0	0
Not Enough	0	0
Total	10	100

Based on the table data on the category of student interest in learning to account in cycle II, students experienced increased interest in learning by using the wheel of names media. Students have achieved excellent categories, and students' interest in learning accounting has increased very well. This is indicated by the increase in students' interest in learning by 22,22% from the previous cycle. This proves that the media wheel of names can increase students' interest in learning to account for participating in learning with feelings of pleasure, concern, and hope.

Based on the data from the observation sheet on student learning activity in the first cycle of 10 students, it shows that the student's active accounting study obtained an average score (Mean) that was achieved was 94,44% with a median value of 94,44, and a score that often appeared (Mode) is 94,44 can be seen in the attachment. The mean lies in the excellent category, namely at the interval of 81-100%. Based on the results presented, student accounting learning activities can be presented in the following table categories:

Table 4. Category of Student Activities Interest Cycle II

Assessment Criteria	Frequency	%
Very Well	10	100
Good	0	0
Enough	0	0
Not Enough	0	0
Total	10	100

Based on the frequency distribution table data above, students who take Islamic Economics learning using the wheel of names learning media get perfect activeness

scores. This is indicated by the increase in the student learning activity by 22,22% from the previous cycle. This proves that the media wheel of names can increase students' active learning participation with feelings of pleasure, attention, and hope.

Reflection is done based on the results of observations that have been made in cycle I to cycle II. It can be seen that the teaching and learning process of transactional contract material in fiqh muamalah, with the aid of the wheel of names media, can increase students' interest in learning and active learning. The results obtained in cycle II are in line with expectations because based on observations, the teacher is accustomed to using the wheel of names media to implement learning. In addition, teachers are also more active in monitoring student discussion and collaboration activities. Students also began to ask actively and respond to learning materials they did not understand. This condition makes learning more active than before.

Based on these reflections, the researchers who collaborated with teachers concluded that learning with the wheel of names media in Islamic Economics subjects could increase students' interest in learning and active learning. Students show a process of changing behavior, attitudes, and knowledge which is influenced by the increased interest in learning through the implementation of the media wheel of names.

Further explanation regarding implementing the media wheel of names in Islamic Economics material to increase interest in learning and active learning can be seen below. The increasing of Student Learning Interest that occurs in learning activities looks as follows:

Table 5. Comparison of Student Interest Scores by Questionnaire

Indicator	Score		Increased
	Cycle I	Cycle II	
Interested Feeling	80,56%	97,5%	16,9%
Attention	67,36%	88,8%	21,4%
Feeling Happy	75%	95,4%	20,4%
Hope	75%	99,2%	24,2%
Needs	75%	94%	19%
Motivation	70,56%	99%	28,4%
Average	**73,91%**	**95,65%**	**21,71%**

Based on the results of questionnaire of Students' Interest that has been shown, it is obtained to conclusions in the form of increasing learning interest of XII PS, which is indicated by an increasing Students' Interest score on indicators that have been determined as follows:

1. Interested Feeling

There was an increasing in student interest based on the questionnaire results were distributed to students

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where each cycle occurred an increasing from the cycle I of 80,56%, up by 16,9% to 97,5% in the cycle II. This happens because students observe mastering the material presented by the teacher. Students also feel it is important to apply Islamic Economics in everyday life.

2. Attention

There was an increase in student interest in learning based on the questionnaire results where there was an increase from the cycle I of 67,36% increased by 21,4% to 88,8% in the cycle II. This is because students listen to the teacher's explanation. Students are more active in asking if the material is not understood.

3. Feeling Happy

There was an increase in student interest in learning based on the questionnaire results where there was an increase from the cycle I of 75% increased by 20,4% become 95,4% in cycle II. This happens because students feel that studying Islamic economics is fun. Students feel that using the wheel of names media makes the material easier to understand.

4. Hope

There was an increase in student interest in learning based on the questionnaire results where there was an increase from cycle I of 75%

increased amounted to 24,2% into 99,2% in the cycle II. This happens because students hope that following the learning process can be used for work if they do not continue college. Students hope to follow the lesson diligently so that they can do the assignments given by the teacher on time. Students also hope to help friends who have difficulty in doing assignments.

5. Needs

There was an increase in student interest in learning based on the questionnaire results where there was an increase from cycle I of 75% increased amounted to 19% into 94% in the cycle II. This happens because students hope to understand the material better and work together with others. Students are aware that learning transactional contracts in fiqh muamalah is useful.

6. Motivation

There is an increasing interest of student learning based on the questionnaire results where there was an increase from cycle I of 70,56% increased amounted to 28,4% into 99% in the cycle II. This happens because students are encouraged to take part in learning. Students are active in learning by discussing material with friends.

The increasing of Student Learning Activities that occurs in learning activities looks as follows:

Table 6. Comparison of Student Learning Activities by Observation Sheet

Indicator	Score		Increased
	Cycle I	Cycle II	
Ask the Teacher	66,67%	80%	13,33%
Answer the Teacher's Question	81,48%	93,33%	11,85%
Discussion with Friends	62,96%	100%	37,04%
Observing the Teacher's Explanation	92,59%	100%	7,41%
Express Opinion	62,96%	93,33%	30,37%
Convident in Learning Activities	66,67%	100%	33,33%
Average	**72,22%**	**94,44%**	**22,22%**

Based on the results of the Student Learning Activity observation sheet that has been displayed, it can be concluded that there is an increase in the Learning Activity of XII PS SMK YAPPI Wonosari, which is indicated by the rise in the score of Student Learning Activity on the indicators that have been determined as follows:

1. Ask the teacher

There was an increase in student activity based on the observations sheet from the first cycle of 66,67%, up 13,33% to 80% in cycle II. This happens because students actively ask the teacher about the material being studied.

2. Answer the teacher's questions

There was an increase in student activity based on the observations sheet from the first cycle of 81,48%, up 11,85% to 93,33% in cycle II. This happens because students can give the correct answer according to the teacher's question.

3. Discussion with friends

There was an increase in student activity based on the observations sheet from the first cycle of 62,96%, up 37,04% to 100% in cycle II. This happens because students actively discuss with friends.

4. Observing the teacher's explanation

There was an increase in student activity based on the observations sheet from the first cycle of 92,59%, up 7,41% to 100% in cycle II. This happens because students observe the presentation quietly.

5. Express opinions

There was an increase in student activity based on the observations sheet from the first cycle of 62,96%, up 30,37% to 93,33% in cycle II. This happens because students can give opinions correctly and adequately.

6. Confident in learning activities

There was an increase in student activity based on the observations sheet from the first cycle of 66,67%, up 33,33% to 100% in cycle II. This happens because students have high

confidence in participating in learning activities.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data from the research results, it can be concluded that this classroom action research is as follows:

1. Increased interest in learning Islamic economics subjects for class XII PS SMK YAPPI Wonosari with Cooperative Learning Type STAD aided Wheel of Names.

   The learning interest of class XII PS students using the wheel of names media in learning Islamic economics has increased. This is following this study's hypothesis that applying the wheel of names can increase learning interest in Islamic Economics for Class XII Sharia Banking at SMK YAPPI Wonosari in the 2021/2022 academic year. The increase in interest is evidenced by the first cycle results of 73,43%, an increase of 22,22% in the second cycle to 95,65%.

2. Increased active learning of Islamic economics subjects for class XII PS SMK YAPPI Wonosari with Cooperative Learning Type STAD aided Wheel of Names.

   The learning activity of class XII PS students using the name wheel media in learning Islamic economics has increased. This is following this study's hypothesis that applying the name wheel media can increase learning activity for Islamic Economics subjects in Class XII Sharia Banking at SMK YAPPI Wonosari the academic year 2021/2022. The increase in the student learning activity is evidenced by the results of the observation sheet in the first cycle of 72,22%, an increase of 22,22% in the second cycle to 94,44%.

   Based on a series of studies that have been carried out, it is evident that the interest in learning and learning activity of class XII PS SMK YAPPI Wonosari students has increased. The research was conducted using a questionnaire sheet, observation sheet, and the help of field notes.

Suggestion

1. For Teacher

   Teachers should apply the media wheel of names to other basic competencies to make learning active, practical, and fun to increase student interest in learning and active learning.

2. For Students

   Students must be more active and participatory to master the material being studied and not easily give up in the face of difficulties in learning.

3. For Further Researchers

   Researchers who will conduct research using the Wheel of Names

media are expected to be more detailed in providing training before the action, both training to students who are together and to observers so that the measurement of observations can be more suitable. Lesson planning must be prepared in more detail so that the division of time and the implementation of learning can run smoothly.

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