ABSTRAK

Falinda Umasangaji : Penerapan Pembelajaran Kooperatif Tipe STAD Untuk Meningkatkan Hasil Belajar Kognitif Dan Aktifitas Siswa Kelas VIII SMP Negeri 2 Kota Ternate Menggunakan Materi Sistem Pencernaan Pada Manusia. **Ternate : Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Khairun Ternate, 2022**

Masalah dalam penelitian ini adalah rendahnya hasil belajar siswa SMP Negeri 2 Kota Ternate. Untuk meningkatkan hasil belajar siswa, maka peneliti menerapkan Model *Cooperative Learning Tipe Student Teams Achievement Divisions (STAD)* pada kelas VIII-6. Penelitian tindakan kelas ini dilaksanakan dua siklus dengan jumlah 21 siswa, setiap siklus terdiri dari empat tahapan yaitu perencanaan pelaksanaan tindakan, observasi, dan refleksi. Dari hasil tindakan siklus I hasil nilai siswa di peroleh sebanyak 68% meningkat menjadi 86% pada siklus II. Pada aktivitas siswa dalam proses belajar mengajar pada I siklus sebesar 68% meningkat sebesar 84% pada siklus II. Hasil aktivitas guru pada siklus I sebesar 68% meningkat menjadi 87% pada siklus II. Dengan demikian dapat disimpulkan bahwa penerapan Model *Cooperative Learning Tipe Student Teams Achievement Divisions (STAD)* dapat meningkatkan hasil belajar, aktivitas guru dan aktivitas siswa kelas VIII SMP Negeri 2 Kota Ternate.

Kata Kunci : *Student Teams Achievement Division* (*STAD), aktivitas belajar, hasil.*

ABSTRACT

Falinda Umasangaji: Application of Cooperative Learning Type Stad To Improve Cognitive Learning Outcomes and Activities of Students Of Class Viii State Junior High School 2 Ternate City Using Digestive System Materials in Humans. Ternate: Faculty of Teacher Training and Education, Khairun Ternate University, 2022

The problem in this study is the low learning outcomes of students of State Junior High School 2 Ternate City. To improve students' learning outcomes, researchers applied the Cooperative Learning Model of Student Teams Achievement Divisions (STAD) in grades VIII-6. This class action research is carried out in two cycles with a total of 21 students, each cycle consists of four stages, namely planning the implementation of actions, observation, and reflection. From the results of cycle I action, student grade results obtained as much as 68% increased to 86% in cycle II. In the activity of students in the process of teaching and learning on I cycle by 68% increased by 84% in cycle II. The result of teacher activity in cycle I by 68% increased to 87% in cycle II. Thus it can be concluded that the application Cooperative Learning Model Type Student Teams Achievement Divisions (STAD) can improve learning outcomes, teacher activities and student activities of class VIII State Junior High School 2 Ternate City.

Keywords: Student Teams Achievement Division (STAD), learning activities, results.