# Effectiveness application of word square based media cooperative STAD type in the eye lesson Dance art class VIII SMPN 3 Polewali

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**ABSTRACT**

Study This to examine Effectiveness Application of Cooperative-Based Word Square Media Type STAD in Dance Arts Subject of Class VIII SMPN 3 Polewali. Formulation problem in study This is (1) how application of word square based media cooperative STAD type in the eye lesson dance art class VIII SMPN 3 Polewali. (2) how effectiveness application of word square based media cooperative STAD type in the eye lesson dance art class VIII SMP Negeri 3 Polewali. Research This is study quantitative experiment with use group control and group each experiment was 15 people. Data collection using observation and questionnaire. In research This is done in two forms observation that is observation implementation and observation activity students. Questionnaire made four type that is questionnaire response student using word square based media cooperative STAD type, questionnaire response student use teaching direct, questionnaire response student towards the learning process with using word square based media cooperative STAD type, and finally, the questionnaire response student towards the learning process teaching directly. Meeting implemented for five times. The results of the study This conclude that performance Study dance art participants educate class VIII.B of State Middle School 3 Polewali after applied learning STAD type shows percentage completeness participant educate in a way classical reached 88.89%. While Performance Study dance art participants educate class VIII.C SMP Negeri 3 Polewali after applied teaching direct (group) control) shows percentage completeness participant educate in a way classical reached 78.06%.



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## 1. INTRODUCTION

Development knowledge knowledge and technology the more rapidly, so that required effort in frame increase source Power more human quality, one of them through education. Education is the part that is not inseparable from life human and also is key in success in develop and preserve cultures archipelago. Successful whether or not development national determined by quality the Indonesian

people myself. Source Power quality human being is the basic capital in competition in the era of globalization Now this, with still uphold tall values sublime every culture or mark wisdom local.

Education has a very strategic role in increase quality source Power human and effort realize ideals the Indonesian nation in realize welfare general and intelligent life nation, preserving culture nation and guard culture every ethnic groups in the archipelago. Government formulate in National Education Law No. 20 of 2003 concerning National Education System which explains that: "Education is business conscious and planned For realize atmosphere learning and learning process so that participants educate in a way active develop potential himself For own religious spiritual power, introduction self, personality, intelligence, morals noble, and required skills himself, society, nation and state".

In order to reach objective education national so objective development national in sector education lowered to in a number of objective education start objective national until objective at level teaching, by him That in line with what is said Wahyuddin (2008: 3.18). Education has various element among other things the purpose education, educators /teachers, participants educate, material lessons, methods /media or models in learning Syahniar Syahnur (in Wahyuddin 2008: 3.18) based on the opinion above can concluded that objective teaching is the purpose of describing knowledge, skills and attitudes that must be owned by students as consequence from results stated teaching in form behavior behavior that can observed and measured. Therefore, the test results Study as tool measuring for measure results Study.

Soejanto (in Saefuddin (2015:8) stated that Study is all series activities carried out with addition knowledge in a way consciously by someone and results in change in himself that concerns Lots aspects, good Because maturity and also Because practice. While learning is a work process same. The learning process will at least involving teachers and students. Teachers do not possible walk Alone without involvement students. In the learning process, teachers without student No will own meaning (Sanjaya, 2008: 31).

Absence facilities and infrastructure that support the learning process often cause teachers only teach with method lecture with minimal media assistance even often teach without supportive media assistance for understanding student to the material being taught. While junior high school students in principle more easy catch things of a nature concrete than its nature abstract. Teachers should can give examples real simplicity in life daily students, good through use of media and activity real.

In the activity Study teachers should teach own ability provide stimulus to students to create interactions that create atmosphere Study creative from students. Teachers must own ability select and develop material along with determine indicators the success that is intended achieved. Effectiveness learning is very dependent selection of learning models for increase skills dance participant educate.

Overcome problem the It is recommended that teachers expand and demonstrate high spirits with serve material learning in form new. Therefore that, as one of the another way to to awaken Spirit Study in follow the learning process should involvement child need set up as effective as possible Possible with using a more strategic strategy appropriate among them is with apply learning innovative. For create interesting learning for student innovative learning media is needed. By general objective use of learning media is assist teachers in convey messages or material lesson to his students, so that the message more easy understood, more interesting and more pleasant for students. While in a way special objective use of learning media is give experience different and varied learning so that stimulate interest student For learn, grow attitudes and skills in field technology, creating situation learning that is not easy forgotten students, realize situation effective learning and improving motivation Study students. One of the form learning innovative is learning with the word square learning model.

Learning model using word square based media cooperative STAD type is a effort For collaborating media and effective learning models. Collaboration the expected capable play a role in increase understanding student in subjects dance art. Learning cooperative STAD type is a learning model that trains student in to weave cooperation in One group small and mutual help in solve problem, so that in mastery material lesson to obtain same understanding. According to Slavin (1995) students will more easy For find and understand difficult concept if they each other to discuss conceptsconcepts That with his friend For each other cooperate and mutually dependence in structure tasks, goals and rewards. Learning models cooperative STAD type helps grow competence students, thinking critical and developing attitude social so that can increase motivation, and activities Study students. Learning models This has five main components, namely presentation class, work team, giving quiz, score repair individual, award team / reward (Asma, 2006). Learning model cooperative STAD type no Far different

with normal learning carried out by the teacher. Teacher still play a role in the learning process so that No released so only and expected student Still easy For adapt (Slavin, 1995).

Based on matter the writer want to do study with title Effectiveness Application of Cooperative-Based Word Square Media Type STAD in Dance Subject of Class VIII SMP Negeri 3 Polewali.

## 2. METHOD

### 2.1 Types of research

The type of research used is quantitative research. Quantitative research is defined as a research method based on the philosophy of positivism, used to research a particular population or sample, sampling techniques are generally carried out randomly, data collection uses research instruments, quantitative data analysis with the aim of testing the established hypothesis (Sugiyono, 2017:14).

Quantitative research that can be applied especially in the field of education is the experimental method. The experimental method is a research method that aims to explain and predict what will happen to a variable when given a certain treatment to another variable (Sanjaya, 2013: 37). Researchers use the experimental method to measure the effectiveness before and after the application of cooperative-based word square media type STAD in the subject of dance art class VIII SMP Negeri 3 Polewali.

Experimental research design using control group. In this design, the researcher determines two groups of subjects, namely: the experimental group and the control group (Sanjaya, 2013:103). This study uses a control group experimental design consisting of two classes. One class as an experimental group using the application of word square media and another class as a control group or comparison group whose function is to ensure whether the influence obtained in student activity in class is the influence of the effectiveness of the application of word square media or not.

### 2.2 Variables Study

Sugiyono (2011: 38) defines that " variable study is a attribute or characteristic or mark from people, objects or activities that have variation certain conditions set by researchers For studied and then withdrawn conclusion". Variable in study This consists of from variable independent variable and dependent variable dependent variable. The dependent variable free and bound in study is: Variable independent variable: Variable free is variable treatment to be assessed the effect. Variable free is variables that influence or which becomes because the changes or the emergence variable bound or dependent (Sugiyono, 2011:39). In the research this is what it becomes variable free is a word square based media cooperative STAD type (X). Variable dependent variable bound is a variable that is influenced or which becomes consequence Because existence variable free (Sugiyono, 2011:39). In the research this is what it becomes variable bound is eye lesson artist (Y).

### 2.3 Population and Research Sample

#### 2.3.1 Population

Sugiyono (2011: 80) stated that population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. In this study, the population was the students of class VIII of SMP Negeri 3 Polewali.

**Table 1.** Sample Population

| No | Class | Amount |
|---|---|---|
| 1 | VIII A | 32 Students |
| 2 | VIII B | 33 Students |
| 3 | VIII C | 31 Students |
| 4 | VIII D | 33 Students |
| 5 | VIII E | 32 Students |
| 6 | VIII F | 33 Students |
| 7 | VIII G | 32 Students |
| 8 | VIII H | 32 Students |
| | Amount | 258 |

Source: Secondary Data (Student Attendance List)

#### 2.3.2 Sample

According to Sugiyono (2011: 81) a sample is part of the number and characteristics possessed by a population and can represent the population. Therefore, the sample selected from the population must be truly representative. One of the requirements in sampling is that the sample must be representative, meaning that the sample applied must represent the population. The nature and characteristics of the population must be reflected in the sample.

The sampling technique in this study used *purposive sampling technique. Purposive sampling* is sampling based on certain considerations. After conducting observations at SMP Negeri 3 Polewali, the researcher finally chose the *purposive sampling technique* with classes VIII B and VIII C as the samples. The classes that were sampled in this study were both classes VIII B as the experimental group and class VIII C as the control group. The experimental group was given treatment using cooperative-based *word square media type STAD* and the control group used direct learning.

**2.4 Data collection technique**

The data collection techniques used are observation and documentation. Observation is a data collection technique by observing directly or indirectly about the things observed and recording them on the observation tool (Sanjaya, 2015: 270). In this study, two forms of observation were carried out, namely implementation observation and student activity observation. Implementation observation includes an implementation observation sheet for the use of cooperative-based *STAD* type *word square* media and observations that secondly, observation of the implementation of the learning model by implementing direct teaching is carried out. Observation of student activities is no less important. The observation includes an observation sheet of student activities using *word square media* based on *STAD type cooperative learning* and the second is observation of student activities using direct teaching. The purpose of the observation is to differentiate the use of *word square media based on STAD* type cooperative learning and direct teaching. The questionnaire was designed to determine student responses as well as student understanding of the art subject before and after treatment. In this study, a questionnaire was created, namely a student response questionnaire using *STAD* type cooperative *word square media* , a student response questionnaire using direct teaching, a student response questionnaire to the learning process using STAD type cooperative *word square media ,* and finally, a student response questionnaire to the direct teaching learning process.

**2.5 Data analysis techniques**

The data analysis techniques used in this study are pretest and posttest scores. The quantitative data analysis process can be done using computer programs that have been specifically designed for data analysis purposes. One example of a computer program that is widely used for quantitative data analysis in research is *the Statistical Package for Social Sciences (SPSS).* (Andriani, 2010:6.19)

**2.5.1 Test of Equality of Two Means**

a. Hypothesis
   $H_0$ = The average *N-gain* of both samples is the same
   $H_1$ = The average *N-gain* of the two samples is not the same
b. Criteria Testing
   If $-t_{table} < t_{count} < t_{table}$ , then Ho is accepted.
   If $t_{count} < -t_{table}$ or $t_{count} > t_{table}$ then Ho is rejected.

**2.5.2 Test of Difference of Two Means**

a. Hypothesis
   $H_0$ = the average *N-gain* in the experimental group is the same as the control group.
   $H_1$ = the average *N-gain* in the experimental group is higher than the control group.
b. Criteria Testing
   If $-t_{table} < t_{count} < t_{table}$ , then Ho is accepted.
   If $t_{count} < -t_{table}$ or $t_{count} > t_{table}$ , then Ho is rejected.

**2.5.3 Mann-Whitney test (U-test)**

a. Hypothesis
   $H_0$ : The average value in the experimental class and control class is not significantly different.
   $H_1$ : The average scores in the experimental class and control class are significantly different.
b. Criteria Test :
   Ho is rejected if sig > 0.05 In other cases Ho is accepted.

## 3. RESULTS AND DISCUSSION

### 3.1 Implementation of the Use of Cooperative-Based Word Square Media Type STAD

The observed learning activities are learning activities related to the use of cooperative-based *word square media* . The observation of these learning activities refers to the learning implementation plan (RPP).

Observations from an observer of learning activities during five meetings refer to the following five assessment categories: '1': means "implemented very poorly", "2": means "implemented poorly", "3": means "implemented fairly well", "4": means "implemented well", and "5": means "implemented very well".

Word square media in activities in the learning process using cooperative learning-based *word square media* can be seen in the following table.

**Table 1.** Results of Observations on the Implementation of Learning Using *Word Square* Media Based on *STAD* Type Cooperative Learning

| Meeting | Score average | Classification | Information Criteria |
|---|---|---|---|
| I | 3.40 | Quite Well Done | $4.50 \leq \bar{x} \leq 5.00$ |
| II | 4.29 | Well Done | $3.50 \leq \bar{x} < 4.50$ |
| III | 4.50 | Well Done | $3.50 \leq \bar{x} < 4.50$ |
| IV | 4.86 | Well Done | $3.50 \leq \bar{x} \leq 4.50$ |
| V | 5 | Very Well Done | $4.50 \leq \bar{x} < 5.00$ |
| Average | 4.41 | Well Done | $3.50 \leq \bar{x} < 4.50$ |

Based on the data above, at the first meeting it can be seen that the implementation of learning with the use of *word square media based on STAD* cooperative learning was carried out quite well. This is indicated by the score of the implementation of learning activities at 3.40, so that its implementation is only in the category of being quite implemented. The implementation of learning at the second, third, and fourth meetings was in the category of being implemented well. While at the fifth meeting it was in the category of being implemented very well. But overall for the five meetings the implementation of the use of *word square media* learning can be said to be implemented well. This is indicated by the average score of the implementation of the use of *word square* media based on *STAD* cooperative from the first to the fifth meeting of 4.41.

The existence of inequality in the implementation of the use of *word square media* based on cooperative learning type *STAD* as a result of teachers not usually implementing the use of word square media based on cooperative type *STAD* with the *word square* learning media, so that it takes more time and a higher frequency of implementing the model by utilizing *word square media to perfect the implementation of the use of media in learning activities. Another cause that also influences the imperfect implementation of the use of word square media* is the limited ability of teachers to implement *word square media* based on cooperative type *STAD* cooperative learning. The hope for better implementation can be seen from the increase in implementation at each meeting, where at the first meeting the average score for the implementation of the use of word square media was 3.40, the second meeting 4.29, the third meeting 4.50, the fourth meeting 4.86, and the fifth meeting 5.

Based on the data obtained from the observation results, it is known that the learning phase that is less implemented in the class is maximizing students to learn individually through the learning resources provided. In addition, the teacher's ability in self-confidence is the first component of the use of cooperative *word square media type STAD* . This component is related to the attitude of trust, confidence in success or that is related to the hope of success. still lacking. someone who has a high self-confidence attitude tends to succeed regardless of the abilities they have. An attitude in which someone feels confident, believes they can succeed in achieving something will influence them to behave to achieve that success. This attitude affects a person's actual performance, so that differences in this attitude cause differences in performance. Students are also not used to making important notes, so when asked to make a summary they still expect a lot of guidance from the teacher. These things can be done by providing assistance by giving square cards, for example students who answer questions on questions with Indonesian dance and provide codes on the square board, such as: (1) Stating the target goals to be achieved, (2) Stating the benefits of understanding Indonesian cultural dance, (3) Being able to explain the origin of Indonesian dance, what events the dance is performed at, and the meaning of the dance being created. The questions given are closed or only require one answer.

In the learning phase in teacher and student activities (1) The teacher delivers material according to the competencies to be achieved and motivates students, in line with cooperative learning. (2) The teacher distributes learning activity sheets with *word squares* and presents material with a little demonstration about dance, its origin, meaning and performance, (3) organizes students into heterogeneous groups, (4) Students answer questions then shade the letters in the box according to the answers vertically, horizontally or diagonally (5) Give points for each answer in the box, and in cooperative learning and the teacher asks students to present the results of their group work on the answers on the question cards. (6) The teacher looks for ways to appreciate both individual and group learning efforts and results.

### 3.2 Analysis of Learning Outcome Tests in Experimental Classes Implementing the Use of *Word Square Media Based on STAD* Type Cooperative Learning

#### 3.2.1 Descriptive Analysis Results

Descriptive analysis aims to describe the variance of data that has been collected through research instruments in classes taught with the application of *word square media* based on cooperative learning. The data to be analyzed are data on the results of the ability to understand types of Indonesian dance, including their meaning for a particular culture, the origin of the dance and what moments are performed in class students, and student activity data.

Descriptive analysis is used to provide an overview of the characteristics of student learning outcomes in the experimental and control classes. In this case, the maximum and minimum values, average, median, mode, and standard deviation values are used, calculated using *Microsoft Office Excel 2010* .

#### 3.2.2 Learning Outcomes of Students Taught Using *Word Square Media Based on STAD* Type Cooperative Learning

The learning outcomes of students in the experimental class are described based on the analysis of the results of the initial test ( *pre-test* ) and the final test ( *post-test* ). The complete data on students' skills in writing drama scripts can be seen in Table 2 below.

**Table 2.** Recapitulation of Student Learning Achievement in the Experimental Class

| | Pre-test | Post-test |
|---|---|---|
| Sample size | 36 | 36 |
| Mean | 20.68 | 83.32 |
| Median | 20.00 | 83.64 |
| Mode | 20.00 | 81.82 |
| Standard deviation | 5.31 | 8.92 |
| The highest score | 34.55 | 96.36 |
| Lowest value | 10.91 | 65 |

Data source: Processed results of Experimental class research

Based on the learning achievement data in *the pre-test,* it can be seen that the mean value of 20.68, median 20, and mode 20 indicate that around 50% of students obtained a score below 20, while in the *post-test,* it can be seen that the mean value of 83.32, median 83.64 and mode 81.82 indicate that around 50% of students obtained a score below 83.64.

The standard deviation of *the pre-test* is 5.31 smaller than the standard deviation of *the post-test* which is 8.92 which shows that the students' abilities are increasingly varied after being given learning using *word square media* based on cooperative *STAD type* . Descriptively, it can be said that the abilities of students in the experimental class (VIII-B) are better than before being given learning using *word square media* based on cooperative STAD type .

**Table 3.** Frequency Distribution of Ability Levels in Answering Questions on Square Cards and Explaining Indonesian Dance for Students in the Experimental Class

| Interval | Student mastery categories | *pre-test* | | *post test* | |
|---|---|---|---|---|---|
| | | Frequency | Presentation (%) | frequency | Presentation (%) |
| 90-100 | Very high | 0 | 0.0 | 11 | 30.56 |
| 80-89 | Tall | 0 | 0.0 | 14 | 38.88 |
| 70-79 | Currently | 0 | 0.0 | 11 | 30.56 |
| 50-69 | Low | 0 | 0.0 | 0 | 0 |
| 0-49 | Very low | 36 | 100 | 0 | 0 |
| Amount | | 36 | 100 | 36 | 100 |

Table 3 above shows that the initial ability of students towards learning materials in the experimental class using the use of cooperative *word square media type STAD* reviewed from the

learning outcomes of students is included in the very low category where all students get scores in the interval 0-54. This means that before being taught the material of Indonesian dance to students in grade VIII of SMP Negeri 3 Polewali, they have the ability to describe the meaning of dance, explain the name of the dance, the meaning of the dance, the pattern of the dance, and the use of dance in certain regions in the Indonesian archipelago. While the average score of the final ability of students is in the high category. This means that students can explain the background of the dance can be explained by students well.

Based on the minimum completion criteria (KKM) applicable at SMP Negeri 3 Polewali namely 75, then the level of achievement completeness in understanding classical Indonesian dance in the experimental class taught using cooperative *word square media of the STAD type* can be seen in the following table.

**Table 4.** Distribution of Learning Outcome Completion of Students in the Experimental Class

| | KKM | Classical Completion Percentage (%) | |
|---|---|---|---|
| | | Completed | Not Completed |
| *Pre-test* | 75 | 0 | 100 |
| *Post-test* | | 88.89 | 11.11 |

Table 4. above shows that the percentage of students who completed classically was 88.89% >85%. Based on the description above, it can be concluded that descriptively, the students in the experimental class met the criteria very well, in other words, they were able to understand the Nusantara material based on learning achievements that refer to the KKM value.

### 3.2.3 Student Activities Taught Using Cooperative *STAD -Based Word Square Media*

Student activity data obtained from observations at each meeting using a rubric (the results of the analysis of student activity achievement data can be seen in Appendix 12.1), using a value range from 1 to 4. Student activity indicators consist of 15 observation aspects based on the characteristics of learning applied in each class. Observations are carried out by observing each student activity based on the instructions on the observation instrument carried out at each meeting. Data obtained from the instrument are summarized at the end of each meeting. The summary results of each observation are presented in the following table.

**Table 5.** Recapitulation of Observation Results of Student Activities in the Experimental Class

| Activity Aspects | Meeting to | | | | | Average | Classification | Information Category |
|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | V | | | |
| 1 | 2 | 3 | 4 | 4 | 4 | 3.4 | Good | 2.5 – 3.4 |
| 2 | 2.5 | 3 | 3.5 | 4 | 4 | 3.4 | Good | 2.5 – 3.4 |
| 3 | 2 | 3 | 3 | 3 | 3 | 2.8 | Good | 2.5 – 3.4 |
| 4 | 2 | 3 | 3 | 4 | 4 | 3.2 | Good | 2.5 – 3.4 |
| 5 | 3 | 4 | 4 | 4 | 4 | 3.8 | Very good | 3.5 – 4.0 |
| 6 | 4 | 4 | 4 | 4 | 4 | 4 | Very good | 3.5 – 4.0 |
| 7 | 2 | 3 | 3 | 3.5 | 4 | 3.1 | Good | 2.5 – 3.4 |
| 8 | 3.5 | 4 | 4 | 4 | 4 | 3.9 | Very good | 3.5 – 4.0 |
| 9 | 2.5 | 3 | 3.5 | 4 | 4 | 3.4 | Good | 2.5 – 3.4 |
| 10 | 3 | 3.5 | 3.5 | 4 | 4 | 3.6 | Very good | 3.5 – 4.0 |
| 11 | 2 | 3 | 3 | 4 | 4 | 3.2 | Good | 2.5 – 3.4 |
| 12 | 3 | 3.5 | 3 | 4 | 4 | 3.5 | Very good | 3.5 – 4.0 |
| 13 | 3 | 3 | 3 | 3 | 3.5 | 3.1 | Good | 2.5 – 3.4 |
| 14 | 2 | 3 | 4 | 4 | 4 | 3.4 | Good | 2.5 – 3.4 |
| 15 | 3 | 3 | 3 | 4 | 4 | 3.4 | Good | 2.5 – 3.4 |
| Amount | 40 | 49 | 52 | 59 | 51 | 51 | | |
| Average | 2.6 | 3.3 | 3.4 | 3.8 | 3.9 | 3.4 | Good | 2.5 – 3.4 |

Based on Table 5, it appears that the category of student activity is at least in the good category. Thus, it can be concluded that student activity in the experimental class using *STAD* -based cooperative *word square media* descriptively meets the effectiveness criteria.

### 3.2.4 Responses of Students Taught Using Cooperative-Based *Word Square Media* Type *STAD*

As stated in the research instrument in Chapter III, there are indicator items developed in student responses. In these indicators, students are asked for their opinions about the learning implemented by the teacher. Data on student responses can be seen in Table 6. The data obtained in the table are obtained from the average score of the number of students who responded to certain categories asked in the questionnaire.

**Table 6.** Description of Average Percentage of Student Responses

| Average score | Category |
|---|---|
| 3.60 | Positive |

Based on the table above, it can be concluded that the students' response to learning using cooperative *word square media based on STAD* type is positive. Thus, descriptively the effectiveness criteria are met.

Based on the results of the descriptive analysis that have been described previously, it appears that the effectiveness criteria met by learning using the use of cooperative *word square media type STAD* in the experimental class are student learning achievement, student activity, and student response. Because the classical completeness of students is achieved, it can be concluded that learning using cooperative *word square media type STAD* is effective to be applied in class VIII of SMP Negeri 3 Polewali on Nusantara dance material.

### 3.2.5 Inferential Analysis Results

Inferential analysis of student learning outcomes in this section is intended to test the research hypothesis related to the effectiveness of learning using cooperative-based *word square media of the STAD type* in the experimental class.

The average *post-test score* of students after being taught using cooperative *word square media type STAD* was greater than 69.9 (KKM) using the *one sample test.*

Based on Appendix 16, it appears that the p-value ( *sig.(2-tailed)* ) is 2 x 0.000 = 0.000 < 0.05 indicating that the average learning achievement of students after being taught using cooperative *word square media type STAD* is more than 69.9. This means that H0 is rejected and H1 is accepted, namely the average learning achievement of posttest in classes taught using cooperative *word square media type STAD* is more than KKM.

The test of the average normalized gain results in the experimental class was carried out using *a one sample test.* The p value ( *sig.(2-tailed)* ) is 2 x 0.00 = 0.000 <0.05 indicating that the average normalized gain in the class taught using STAD-type cooperative *word square media is more than 0.29. This means that* H0 is rejected and H1 is accepted, namely the normalized gain of student learning outcomes in the class taught using *STAD* -type cooperative *word square media* is greater than 0.29 (minimum moderate category).

The classical completeness test of students was conducted using the proportion test. For the proportion test using a significance level of 5%, the *Z table* = 1.64 was obtained, meaning that H0 was accepted if *the calculated Z* ≤ 1.64. Because the *calculated Z value* = 0.67 was obtained, then H0 was accepted, meaning that the proportion of students who achieved the completeness criteria of 70 was less than 85% of all students who took the test.

Based on the description above, it can be seen that the proportion of students who achieve the 75 completion criteria (KKM) is less than 85%. However, it can still be concluded that inferentially the results of learning cultural arts on the material of Indonesian dance in classes taught through the application of *word square media based on STAD* type cooperative learning meet the criteria for effectiveness.

### 3.2.6 Results of Learning Effectiveness Analysis

In determining the effectiveness of a learning, the three indicators of effectiveness that have been set must meet the criteria for effectiveness. The three indicators in question are student learning outcomes, student activities and student responses. The results of the analysis of the level of learning effectiveness are presented in the following table:

**Table 7.** Holistic effectiveness indicator scores

| Class | Performance Learnstudents | Activity learners | Participant responses educate | E |
|---|---|---|---|---|
| Experiment | 3.4 | 3.4 | 3.6 | 3.4 |

Based on the table above, it appears that the effectiveness of implementing cooperative-based *word square media of the STAD type* in learning cultural arts on Indonesian dance material for class VIII students of SMP Negeri 3 Polewali is in the fairly effective category.

### 3.3 Hypothesis Testing Results

Hypothesis testing was analyzed using a t-test to determine whether the application of cooperative-based *word square media of the STAD type* was effective in learning the arts and culture of Nusantara dance material for class VIII students of SMP Negeri 3 Polewali.

### 3.3.1 Hypothesis Testing

"Learning by using the use of cooperative-based *word square media* type *STAD* is effective to be applied in class VIII of SMP Negeri 3 Polewali on the subject of Indonesian dance." The hypothesis above is said to be true if all the hypotheses below are true.

**3.3.1.1 Hypothesis About Learning Outcomes**

a) Average *post -test scores* of participants educate after taught with use of *word square* based media cooperative type *STAD* in learning art culture more Indonesian dance material from 69.9 (KKM). For needs statistics so formulated hypothesis Work as following:
$H_0$ : $\mu \leq$ 69.9 vs $H_1$: $\mu >$ 69.9
Based on analysis descriptive show that the average *post-test* participants educate after taught with use of *word square* based media cooperative *STAD type* in learning art culture Indonesian dance material more from 69.9 (KKM) and based on analysis inferential shows that $H_0$ rejected and $H_1$ accepted means average achievement Study *posttest* on class taught with learning type *STAD* more from KKM. Based on results analysis descriptive and analytical inferentialthen can conclude that average *posttest* score of participants educate after taught with use of *word square* based media cooperative type *STAD* in learning art and culture Indonesian dance material more from 69.9 (KKM).

b) Happen improvement results Study participant educate that is *posttest* mean score more tall than average pretest score (normalized gain average exceeding 0.29). For needs statistics so formulated hypothesis Work as following:
$H_0$ : $\mu_g \leq$ 0.29 vs $H_1$: $\mu_g >$ 0.29
Information:
$\mu_g$ : normalized gain average score parameter
Based on analysis descriptive show that the average normalized gain participant educate after taught with use *word square* based media cooperative *STAD type* in arts and culture learning Indonesian dance material is more than 0.29 ( moderate ) and based on analysis inferential show that $H_0$ rejected and $H_1$ accepted which means the normalized average gain participant educate after taught with use of *word square* based media cooperative type *STAD* in learning art culture Indonesian dance material more from 0.29. Based on results analysis descriptive and inferential analysisthen can conclude that the average normalized gain participant students who are taught with use use of *word square* based media cooperative type *STAD* in learning art culture Indonesian dance material more from 0.29 (category currently)

c) Completeness Study participant educate with use use of *word square* based media cooperative type *STAD* in learning art culture Indonesian dance material in a way classical more from 84.9%. For needs statistics so formulated hypothesis Work as following:
$H_0$ : $\pi \leq$ 84.9% vs. $H_1$: $\pi >$ 84.9%
In general analysis descriptive completeness classical participant students who are taught with use use of *word square* based media cooperative type *STAD* more from 84.9%, but in a way analysis inferential completeness classical participant students who are taught with use use of *word square* based media cooperative type *STAD* less from 85%. Although thus, still can conclude that the completion classical participant students who are taught with use use of *word square* based media cooperative type *STAD* more from 84.9%. This is due to because in the proportion test carried out above own amount small sample So possibility for reject $H_o$ is very small.

**3.3.1.2 Analysis Results Activity Learners**

"The activity of students using the use of cooperative *word square media type STAD* in learning art and culture of Indonesian dance material is more than 2.4 (good category)". Based on the results of descriptive analysis, the average activity of class VIII.B students taught using *STAD type learning* is in accordance with the category, namely 3.4 "good".

**3.3.1.3 Results of Student Response Analysis**

"The response of students using the use of cooperative *word square media* type *STAD* in learning art and culture of Indonesian dance material is more than 2.4 (positive category)". Based on the results of the descriptive analysis, the average response score of class VIII.B students who were taught using cooperative *word square media type STAD* was in accordance with the category, namely 3.60 "positive".

Based on the results of the descriptive analysis and the results of the inferential analysis that have been described previously, it appears that the use of cooperative word square media type *STAD*

*has* met the criteria of effectiveness, both in terms of student learning achievement, student activities and student responses. Therefore, the hypothesis is true so that it can be concluded that learning with the use of cooperative *word square media* type *STAD* is effective to be applied in class VIII SMP Negeri 3 Polewali on the subject of Indonesian dance.

## 4. CONCLUSION

The conclusion that can be drawn from this study is that descriptively, art and culture learning using word square media based on the STAD cooperative learning model is stated to be more effective than direct teaching because it has met three indicators of effectiveness. The three indicators of effectiveness are (1) student learning achievement, (2) student activity in learning, and (3) student response to learning. However, inferentially it has not met the criteria for effectiveness. In addition, it can be concluded partially as follows: The art and culture learning achievement of class VIII.B students of SMP Negeri 3 Polewali after implementing STAD type learning using word square media shows the percentage of student completion reaching 88.89%, meaning that the completion of learning outcomes has been achieved. The art and culture learning achievement of class VIII.C students of SMP Negeri 3 Polewali after implementing direct teaching shows the percentage of student completion classically reaching 78.09%, meaning that the completion of learning outcomes classically has been achieved.

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