

# CHAPTER I

## INTRODUCTION

### **A. Background**

Learning is a combination includes human substance, material, facility, equipment, and procedure that affect other to get educational aim (Hamalik, 2008: 55). Development of educational quality is logically affected from faster development of science and technology. Development of science compels adjustment and development of educational process continuously. Beside that needed renew of choice of various educational concept and also alternative of educational innovation that vary in development. Must be efforded to be improve and quality improvement of content, efficiency and effectivity of learning, process and result of learning.

Teaching and learning process is two different things but form one union, like currency having two sides. Learning is activity done by student, while teaching is an activity done by teacher. There are three characteristic in learning system, those are mutual and aim.

The implementation of Regulation No. 20 in the year of 2003 about National Education System explained in regulation amount such Governmental Regulation No 19 in the year of 2005 about National Education Standard (Sudrajat, 2010: 2). National Education Standard arranged to fill out demand of educational quality that rises up towards every substance of education. Because

of that become duty of every union of education or barb official to complete performance or job so that can be fillout national standard.

Process Standard as part of National Education standardize has been established by Regulation of National Education Ministry Number 41 in the year of 2007, in that process standard qualified that teaching should use Active, Innovative, Creative, and Joyful Learning and also cooperative and collaborative learning. According to Uno (2008<sup>a</sup>: 2) teaching focused on how to teach student not on what students learnt.

Can be seen that process standard imply compact enough towards teaching and learning to support students' competence optimally. With 8 national standard established have logic concequent teacher should be ready to get teaching process with teaching approach and model deal with stipulation. According to Aunurrahman (2009: 14), to can develop effective learning model, teacher must have knowledge relates with concept and implementation way of that model in teaching process.

Teacher competence will be able to create effective learning surrounding and able to manage their class so that students' result optimally (Usman, 2008: 9). The reality in the field or school, teacher have not imply the process standard cocequently, it is seen on knowledge toward planning and implementing of learning that can be read on Teaching learning Implementation Planning made by teacher.

Strategy selection or model of learning will be used on teaching and learning must be oriented on aim of learning wanted (Uno, 2008<sup>b</sup>: 7). In the

reality learning model still use conventional model, teacher still use communicate and discuss not variative, by Teaching learning Implementation Planning discussion made by teacher clearly that using of medim and learning resource still lack. If during this time the school made learning set of equipment with guide on standard content and graduation standard without process standard from its implementation will make work become crippled.

Teacher must have an ability to plan the learning programs and to do it (Uno, 2008<sup>c</sup>). The real condition still shows that teacher's competence in implementing cooperative learning is not adequate. Therefore, it needs efforts to improve teacher's competence in the implementation of cooperative learning.

Cooperative learning is one of the learning developing from constructivism theory because develops cognitive structure to build knowledge by rational thinking (Karlina, 2008: 1). Cooperative learning is known as group of learning. Cooperative learning more than group of learning or work group because in cooperative learning there is support structure or duty cooperatively so that possible happens open interaction and effective interdependency relationship between group member.

Cooperative learning involves several social goals. Cooperative learning aims to improve learner's performance in academic tasks (Hakim, 2010). Objectives of group learning are expected to form group's cohesion (Dzaki, 2009). In essence, learning is more focused on the effort of learning in groups for each student and the improvement of learning outcomes.

Thus is done by teacher at SD Magelang 6kecamatan Magelang Tengah Kota Magelang. In effort to develop students' active role in learning, teacher use type of cooperative learning called STAD. STAD is one of simply cooperative learning method, and the best model for student using cooperative learning (Slavin, 2010: 143).

Theretically cooperative learning type STAD has superiority itself to be able applied in learning than conventional learning method. Based on that background, the writer is interested to discuss about management of cooperative learning at SD Magelang 6, Magelang subdictrict.

## **B. Focus of Research**

Based on that explanation, this research has focus on what are characteristics of cooperative learning management at SD Magelang 6? This focus is elaborated into three sub focuses.

1. What are characteristics of class setting for cooperative learning at SD Magelang 6?
2. What are characteristics of the cooperative learning activity at SD Magelang 6?
3. What are characteristics of the cooperative learning interaction at SD Magelang 6?

### **C. Objectives**

This research has three objectives, those are.

1. To describe characteristics of class setting for cooperative learning at SD Magelang 6.
2. To describe characteristics of the cooperative learning activity at SD Magelang 6.
3. To describe characteristics of the cooperative learning interaction at SD Magelang 6.

### **D. Benefits**

#### 1. Theoretical Benefits

Expected this research can give contribution toward researcher in deepen discussion about learning management especially in cooperative learning.

#### 2. Practical Benefits

- a. For teacher, this research expected to give drawing, add perception and experience in learning in this case to increase student being active with cooperative model. Beside that, teacher expected to teach teacher's creativity in structuring planning, implementing process standard of cooperative learning.
- b. For educational world, this research result has higher value in implementation of standard, process, and cooperative learning as reference material in differentiate learning model alternative.

- c. For researcher, can inspire and reference for same research.

#### **E. Glossary**

1. Cooperative learning is learning strategy emphasize on students grouping with academic ability level that difeer into small groups.
2. Class setting is combination of activity done by teacher and student in arrange sit place to support learning activity.
3. Learning activity is activity done by teacher and student during cooperative learning conduct.
4. Learning interaction is mutual activity between teacher and student and student with student.