# THE IMPACT OF IMPLEMENTING TEAM ACCELERATED INSTRUCTION ON MOTIVATION AND LEARNING ACHIEVEMENT OF CLASS V PRIMARY SCHOOLS IN LUMAJANG DISTRICT

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abstract

This study aims to improve Learning Motivation and Learning Outcomes Together, especially in Islamic Religious Education subjects for students as a whole. The role of Islamic Religious Education teachers in using the Cooperative Learning Type Team Accelerated Instruction model shows the importance of real context according to the situation in the environment by the students themselves in thinking about identifying problems in learning so that the concepts received by students are more meaningful. In this study, the data collection techniques used were observation, questionnaire and documentation. The research is in the form of a quantitative experiment with the research subjects are fifth grade students of SDN Gelang 08 Sumberbaru-Jember, odd semester, 2023-2024 academic year totaling 30 students.... The data in this study are quantitative data with analysis of validity, reliability and instrument tests in the form of homogeneity, and autocorrelation. The results of the percentage of success of this study show: (1) the effect of the Cooperative Learning Type Team Accelerated Instruction model on increasing Learning Motivation together is 23 (75.6%) students (2) the effect of the Cooperative Learning Type Team Accelerated Instruction model on increasing Learning Results together is 23 students (76.5%), and (3) the effect of the Cooperative Learning Type Team Accelerated Instruction model on increasing Learning Motivation a is 24 students (86.1%). This means that the application of the Cooperative Learning Type Team Accelerated Instruction model in improving Learning Motivation and Learning Outcomes Together for students has a significant effect.
Keywords: Team Accelerated Instru ction, motivation, learning outcomes.

## Background

Improving the quality of education is a shared responsibility, including in terms of increasing student motivation and achievement. One of the efforts that can be made is by implementing innovative and effective learning strategies. The Team Accelerated Instruction (TAI) type cooperative learning model is one of the strategies that is considered capable of increasing students' motivation and learning achievement. (Iman Nurahman, 2011)

Improving the quality of education in Indonesia is a necessity. One important indicator in achieving this goal is by increasing student motivation and achievement. This effort requires innovative and effective learning strategies. The Team Accelerated Instruction (TAI) type cooperative learning model is one alternative that is considered capable of increasing student motivation and achievement.(Rahmadansah et al., 2022)

In theory, the right learning model can improve student learning achievement. There are many learning models that schools can apply to achieve a certain level of success in the educational process. However, it is impossible to develop a model that is suitable for all types of teaching and learning activities, given the differences in the objectives to be achieved, the differences in the learning environment, the differences in student situations, the differences in the nature of the material, and others. One of the steps to have a strategy is to master the techniques of presenting material, or commonly called learning models (Duque et al., 2016)

One of the learning models is the cooperative learning model. According to Trianto (Al-Tabany, 2017; Trianto, 2010) Model pembelajaran *cooperative* merupakan pembelajaran kerja sama antara siswa dan salingketergantungan dalam struktur pencapaian tugas, tujuan, dan penghargaan. Pembelajaran ini tergantung pada masing-masing individu dalam kelompok, dimana keberhasilan tersebut sangat berarti untuk mencapai suatu tujuan yang positif dalam belajar kelompok. Adanya model pembelajaran tersebut diharapkan dapat meningkatkan motivasi dan hasil belajar siswa Cooperative learning model is learning cooperation between students and interdependence in the structure of achieving tasks, goals, and rewards. This learning depends on each individual in the group, where success is very meaningful to achieve a positive goal in group learning. The existence of this learning model is expected to increase student motivation and learning outcomes.(Fadliansyah & Fauzi, 2022)

Based on observations in Jember district elementary schools only apply cooperative learning models where in learning students have not been able to solve problems in detail, which include determining problems, analyzing problems, learning issues, meetings, reports, presenting solutions, conclusions, and evaluations.(Samiha et al., 2023)

The results of the application of the learning model can affect student learning outcomes. Therefore, conducting research by juxtaposing cooperative learning models with other learning innovations. To obtain the completeness value, students are required to learn using a cooperative learning model where students must be able to solve problems in detail and prepare themselves for the real world. Through the research that will be conducted by the researcher above, it is hoped that the teacher as a companion to students can encourage the unification and involvement of students in learning problems. (Samiha et al., 2023)

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The TAI cooperative learning model divides students into heterogeneous small groups based on their abilities. Each group member works together to complete learning tasks and help each other to achieve learning objectives.(Simaremare & Thesalonika, 2021)

Research on the impact of TAI type cooperative learning model on students' motivation and learning achievement is still relatively small. Most studies focus on other levels of education, such as junior high school and high school. This research is expected to provide a new contribution in understanding the effectiveness of the TAI type cooperative learning model for fifth grade elementary school students.

## Fremwork
### Cooperative learning

Cooperative learning is a group teaching strategy to involve students in working randomly to achieve common goals to develop skills related to fellow human beings that are very useful inside and outside the school environment (Nazarudin, 2013:26). In another sense, the cooperative learning model is a learning model used to realize learner-centered learning activities, especially to overcome in a learning process, including students who cannot work together with others.

Cooperative learning has the effect of broadening acceptance of racial, cultural, and religious diversity, social strata, abilities, and disabilities and provides opportunities for learners of different backgrounds and conditions to work together to depend on each other for common tasks, and through the use of cooperative structures, learn to respect each other. (Adiputra & Heryadi, 2021; Christina & Kristin, 2016)

Pembelajaran kooperatif supaya dapat mengajarkan materi kepada peserta didik dan mampu mengajarkan sesuatu hal kepada peserta didik yang lainnya. Dengan begitu, mengajarkan dengan teman sebaya memberikan kesempatan kepada peserta didik untuk mempelajari sesuatu dengan baik pada waktu bersamaan dan peserta didik menjadi narasumber bagi peserta dengan yang lainnya. Cooperative learning in order to be able to teach material to learners and be able to teach something to other learners. In this way, teaching with peers gives learners the opportunity to learn something well at the same time and learners become a resource for other learners. (Karacop, 2017; Ni Md Ayu Widiantari, Kt Pudjawan, 2013).

Cooperative Learning model type Team Accelerated Instruction (TAI) according to Slavin, Leavy, Madden (Slavin, 2014) is similar to Student Team Achievement Division (STAD) and Team Games Tournament (TGT) using the use of a different ability mix of four different members and awarding certificates for the best performing teams. However, across all subjects and grade levels the Student Team Achievement Division (STAD) and Team Games Tournament (TGT) methods use a single teaching pattern for one class, while Team Accelerated Instruction (TAI) combines cooperative learning with individualized instruction. The application of the Team Accelerated Instruction type cooperative learning model emphasizes group rewards, individual accountability and obtaining equal opportunities to share results for each group member. The components of the Team Accelerated Instruction cooperative learning model. According to (Slavin, 2009) Team Accelerated Instruction cooperative learning model has its own implementation guidelines depending on the specific arrangement of the teaching materials.

### Learning Motivation Students

According to Gagne,(Reigeluth et al., 1980) a good learning process begins with encouragement or motivation, the reason is that from motivation there will be expectations of what is learned. Likewise with students, if they have motivation and high expectations later they are likely to succeed in the learning process. Conversely, if students do not have motivation, it is certain that they will not succeed or cannot achieve optimal results. (Nurhayati et al., 2018). According to MC Donald (Hamalik, 2001), )"Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction", which means that motivation is an energy change in a person's personality characterized by affective arousal and reaction to achieve goals.

Furthermore, according to Uno (Ikrom, Fadhli Dzil & Hidayah, 2019) explains that learning motivation can arise due to intrinsic factors in the form of desire and desire to succeed and drive learning needs, hope for ideals. While the extrinsic factors are appreciation, a conducive learning environment, and interesting learning activities,

Motivation to learn owned by students in all learning activities plays a very important role in improving learning outcomes. Motivation is an important factor in learning, and is explained as a factor related to the direction of behavior, the strength of the response (in the form of effort and choice to take certain actions) and the durability of behavior, or how long a person continues to behave in a certain way (Supriatna et al., 2022; Yuliya, 2019)

### Learning Outcomes Students

Learning Outcomes are the mastery of knowledge or skills that have been developed by subjects that are usually indicated by test scores or grades given by the teacher (Febiharsa & Djuniadi, 2018; Hafizah et al., 2015). ).. From learning outcomes it can be concluded that the results of a person's ability to reach a level of maturity can be measured by tests. The assessment is in the form of letters or

numbers. According to  (Kanza et al., 2019)  Pencapaian hasil belajar adalah proses dari belajar mengajar, dimana dilihat dari tingkat kecerdasan siswa, tetapi juga didukung oleh lingkungan keluarga, sekolah, guru, dan alat belajar yang dijadikan sebagai sumber belajar bagi proses kelancaran proses belajar mengajar. Karena hasil belajar adalah kemampuan anak yang diperoleh setelah melalui kegiatan pembelajaran berlangsung. Keberhasilan siswa dipengaruhi oleh tingkat kecerdasan peserta didikyang baik, pelajarannya sesuai dengan bakat yang dimiliki, ada minat dan perhatian yang tinggi dalam pembelajaran, motivasi yang baik dalam belajar, cara belajar yang baik dan strategi pembelajaran yang dikembangkan oleh guru Achievement of learning outcomes is a process of teaching and learning, which is seen from the level of intelligence of students, but also supported by the family environment, schools, teachers, and learning tools that are used as learning resources for the smooth process of teaching and learning. Because learning outcomes are the ability of children obtained after going through learning activities. Student success is influenced by the level of intelligence of good learners, the lessons are in accordance with their talents, there is high interest and attention in learning, good motivation in learning, good learning methods and learning strategies developed by the teacher.(Baralihan, 2015; Nugraha et al., 2017)

Motivation is the basis that motivates a person to learn, people who are motivated to learn carry out learning activities within a certain period of time. It can be concluded that learning motivation is a generator of one's learning activities in the learning process, if students are not motivated to learn, it will be difficult to understand the content (Simaremare & Thesalonika, 2021)

lessons in teaching and learning activities. Therefore, cooperative learning strategies can increase students' learning motivation, because cooperative learning strategies are a series of learning activities, where students work together in learning the material provided. So that students have a social attitude and a sense of responsibility for their group.


## Methodology

This research pattern which is looking for the influence of certain variables (free) on other variables (bound) is a Causalistic Quantitative type of research (Martono, 2012: 57). the subject / respondent of this research is elementary school students Gelang 08 Sumberbaru Jember class V which totals 30 children with the number of males 16 children, females 14 children. Determination of research respondents, the class chosen as the subject of this study using the population reseach method, the data analysis techniques used are clear, which are directed to answer the formulation of the problem or test the hypothesis that has been formulated in the proposal. Because the data is quantitative, the data analysis technique uses statistical methods that are already available in SPSS 24.

## results and discussion

The normality level of a research variable can be seen from the results of the One-Sample Kolmogorov-Smirnov Test statistical test. Variables or constructs are said to be normal if the Kolmogorov-Smirnov Test value is> 0.05. The more the Kolmogorov- Smirnov value is close to one, the better the data normality value (well distributed). The results of the Normality test can be seen below:

Table 1 Results of Data Normality Test with Kolmogorov-Smirnov Test

| No. | Variabel | *Kolmogorov-Smirnov Test* | Keterangan |
|-----|----------|---------------------------|------------|
| 1. | Model *Cooperative Learning* Tipe *Team Accelerated Instruction* | 0.200 | Normal |
| 2. | Motivasi Belajar | 0.250 | Normal |
| 3. | Hasil Belajar Siswa | 0.262 | Normal |

## Homogeneity Test

The following are the results of the Homogeneity test of the questionnaire "The Effect of Cooperative Learning Model Type Team Accelerated Instruction on Student Motivation and Learning Outcomes in Islamic Religious Education Subjects". The Homogeneity level of a research variable can be seen from the statistical test results. Variables or constructs are said to be homogeneous if the Homogeneity value> 0.05. The more the value of the Homogeneity value approaches one, the better the data value (spread well). The Homogeneity test results can be seen below:

Table 2 Homogeneity Test Results of Research Data

| No. | Variabel | Nilai *Signifikansi* | Keterangan |
|-----|----------|----------------------|------------|
| 1. | Model *Cooperative Learning* Tipe *Team Accelerated Instruction* | 0.602 | (aman) |
| 2. | Motivasi Belajar | 0.897 | (aman) |
| 3. | Hasil Belajar Siswa | 0.881 | (aman) |

The results of data homogeneity appear with the acquisition of 0.750> 0.05, so it can be said that the data has a high level of homogeneity.

Table 3 Results of F Test Data of Cooperative Learning Model Type Team Accelerated Instruction on Student Motivation and Learning Outcomes

ANOVA[a]

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|--|----------------|----|-------------|---|------|
| 1 | Regression | 65.308 | 2 | 32.654 | 8.880 | .026 b |
| | Residual | 1002.158 | 27 | 37.117 | | |
| | Total | 1067.467 | 29 | | | |

a. Dependent Variable: TAI Type CL Model
b. Predictors: (Constant), Learning Outcomes, Learning Motivation

With the acquisition of the provisions of the results of 0.026 < 0.08 (significance that meets), fhitung ftabel = 8.880 > 4.18 (indicating that there is an influence of related variables), it is concluded that H0 is rejected and H1 is accepted with a percentage value of successful application of variables of 86.1%.

## Discussion

In the discussion of this research is to find out the "Effect of Cooperative Learning Model Type Team Accelerated Instruction on Motivation and Learning Outcomes of Grade V Students of SDN Jember". With the learning process with the application of the Cooperative Learning Type Team Accelerated Instruction model, the PAI subject will certainly have a positive impact on schools and students. Positive impacts such as increased enthusiasm in student learning and low student inactivity in the learning process as has been proven in this study. With these conditions, the school must continue to pay attention to increasing student motivation and learning outcomes because if student intelligence and learning outcomes are high, then the vision, mission, and goals of the school will be achieved to form intelligent and noble people.

Good learning will also lead to good student perceptions of the learning model, therefore if students' cognition is good, their learning motivation will also increase, which in turn can encourage student learning, creative learning creativity is very important because learning creativity allows students to create new things during learning, both in the form of abilities and in the form of knowledge that develops the design skills acquired by the teacher in the teaching and learning process.

Students' perception of Jigsaw-type cooperative learning can increase students' learning motivation and creativity. In line with this, it can be concluded that students' perceptions of the learning model used by teachers affect students' learning motivation and creativity. So to be able to increase students' learning creativity, teachers should use the right learning model and not be monotonous and increase students' learning motivation. Therefore, if you want to increase students' learning creativity, teachers can apply models that can increase students' perceptions and learning motivation so that they can increase learning creativity.

Improved Learning Motivation In the cooperative learning model, students are more motivated to learn because they feel actively involved in the learning process. They feel responsible for contributing to the group and sharing ideas. This increases students' engagement in social studies learning and helps them develop self-confidence. Cooperative learning models can help improve student achievement in social studies classes by increasing conceptual understanding, critical thinking skills, motivation and engagement. Collaboration between students can also help overcome difficulties

## Conclusion

Based on the research that the researchers have conducted, it can be concluded that there is an impact of the application of Team Accelerated Instruction on the motivation and learning achievement of fifth grade students in elementary schools in the district of Jember Learning motivation is difficult for students to understand the subject matter in teaching and learning activities, meaning that cooperative learning strategies can increase student learning motivation because cooperative learning strategies are a series of learning activities where students study the material provided together so that students are able to develop social attitudes and a sense of responsibility for their own group.

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