CHAPTER I

INTRODUCTION

1.1 Background of the study

A Christian teacher is a partner of God in a redemptive restoration through a holistic education. According to David Goodbourn, a holistic education is an education that takes seriously all dimensions of human life, including the under-girding faith dimension and handles them in a way engaged with intellectual, emotion, creativity and relationship (Schreiner, Banev, & Oxley, 2005, p. 49). The task of education is to create a learning environment that leads to the desired behavior (Knight, 2006, p. 136). It implies that a Christian teacher has a responsibility to provide a learning environment that gives a chance for students to do the expected behavior in teaching and learning process to help the students become a disciple of Christ.

According to Brummelen (2002), there are four phases of learning model to help the teacher plan a balanced curriculum and recognize the students as a responsible and responsive image of God. The four phases of learning model are setting the stage, disclosure, reformulation and transcendence (Brummelen, 2002, p. 112). In each step of learning requires students' response and engagement as the expected behavior to meet the target in the curriculum. As the students do the expected behavior in all four phases of learning, the knowledge develops as well. In addition, there is a theory of behavioral engagement that defines the specific expected behavior of students in learning. Fredricks stated the students' behaviors included in learning are effort, persistence, concentration, attention, asking the question, contributing to the class discussion (Fredricks, Blumenfeld, & Paris,

2004). The research of Fredrick stated that behavioral engagement is correlated with higher achievement and the less of dropping out problem. Furthermore, giving effort and concentration, asking a question and giving contribution are the manifestation of students' responsibility towards the opportunity for being able to have the learning. Thus, as the students keep doing those good works, it will shape the students' sense of responsibility and responsive toward the grace of God as Christ disciple.

The researcher had a chance to teach grade VIII students in mathematics subject. The researcher ever conducted game as a teaching method. The game provided challenge for students with high level achievement in cognitive to solve the question fast (see Appendix A. 1). It made the students with low level achievement in cognitive became disengage in the learning (see Appendix A. 1). Based on mentor teacher feedback, there were some students who did not cooperate during the game (see Appendix A. 1). The researcher used to apply conventional teaching method in delivering the material. Based on the researcher's reflection in pre-cycle, the students tended to not engage behaviorally in class activity (see Appendix G. 1). The students rarely asked a question or answered the question in class when the time was given. Some of the students, especially the boys, were chatting with their friends while teacher explained the material. Most of the students also were lack of initiative to complete their task over time. They needed to be reminded many times to work on their tasks. Finally, the teaching and learning became ineffective and the class ended longer. This problem was convinced by the mentor teacher interview. The mentor teacher stated that the students did not participate in learning and tend to not focus in teacher's explanation (see Appendix

E. 2). It was supported by an open observation form from the fellow student teacher. In the observation, it was clearly stated that most of the time, the students could not be responsible with their time and used it for chatting with their friends (see Appendix A. 3).

Based on the reconnaissance of the researcher and the supporting data, the problem in classroom was the students' behavior engagement in learning. Instead of using traditional method, researcher as teacher needed to apply another teaching method that can engage the students to act as the expected behavior to support the learning process. The teaching method should be student-centered to provide more chance for students to be able to engage in learning. Thus, the researcher tried to apply cooperative learning as the first proposed in response to traditional education (Marshall, 2009, p. 182). It was a strategy to engage students with different level of ability in variety activity to improve their understanding of the topic.

From the variety of cooperative learning method, the researcher applied Students Team-Achievement Division (STAD) method in this research. STAD is a simple method with a structured activity in the learning. The uniqueness in STAD method is the individual score improvement determined by calculating the point improvement based on the students' own previous performance (Stevens, 2008). Then, the individual score will be calculated for the team score. It implies that the students from all level of achievement still have an equal chance to contribute maximum point for their team (Warawudhi, 2012, p.7). Besides, STAD method allows mixed-ability student in a group and provides a classroom activity of a sharing knowledge and discussion. It is supported through the team recognition that attracts mixed-ability students to contribute to gain reward (Warawudhi, 2012).

These features of STAD provide chance and challenge for students to engage behaviorally in learning. As the conclusion, the researcher would apply cooperative learning that is STAD method to improve students' behavior engagement in learning mathematics.

1.2   Statement of Problem

1)   Does the implementation of Students Team-achievement Division (STAD) method increase students' behavioral engagement in learning mathematics for grade VIII at SMP A in Tangerang?

2)   How does the implementation of Students Team-achievement Division (STAD) method increase students' behavioral engagement in learning mathematics for grade VIII at SMP A in Tangerang?

1.3   Purpose of Study

1)   To know whether or not the implementation of STAD (Students Team-achievement Division) method could increase students' behavioral engagement in learning mathematics for grade VIII at SMP A in Tangerang.

2)   To analyze the implementation of STAD (Students Team-achievement Division) method to increase students' behavioral engagement in learning mathematics for grade VIII at SMP A in Tangerang.

1.4   Benefits of Study

1)   for researcher

As a comparative study or reference for the next research to develop the teaching method to increase students' behavioral engagement in learning mathematics.

2)	for teacher

It is as an applicable teaching method to increase the students' behavioral engagement in learning mathematics.

1.5	Definition of Terms

1)	Behavioral Engagement in Learning

Behavioral engagement in learning is including effort, concentration, asking a question and contributing to the class discussion (Fredricks, Blumenfeld, & Paris, 2004).

2)	STAD Method

STAD is a general method of organizing the classroom rather than a comprehensive method of teaching in which teachers use their lessons and other materials (Slavin, 1996, p. 22). The organizing classroom in STAD is applied through certain procedures of activities based on task structure in the group to maintain the students' cooperative performance in learning. The certain procedures of activities include: (1) deliver the learning objective and motivate the students; (2) present material; (3) organize students in the group; (4) guide the group to work; (5) evaluation; and (6) appreciation (Trianto 2010 p.71).