EDUKASI: JURNAL PENDIDIKAN DAN PENGAJARAN
ISSN |2355-3669| E-ISSN |2503-2518|
Volume 9| Number 1|June 2022|

INCREASING LEARNING OUTCOMES THROUGH STUDENT TEAM HEROIC LEADERSHIP STRATEGY AND PROVISION OF STRUCTURED TASKS

NASIR S.
Universitas Muhammadiyah Pare Pare
Corresponding Author:nasirumpar1999@gmail.com

SRIYANTI MUSTAFA
Universitas Muhammadiyah Pare Pare

MAMAD AHMAD
Universitas Muhammadiyah Pare Pare

Abstract
Learning in schools is not only intended to achieve educational goals for certain lessons but also to equip students to master the concept of material and apply it in everyday life. Moreover, learning is also intended to achieve educational goals as a whole general which is formal, namely, to organize students' reasoning and shape their personalities. This research is classroom action research that aims to improve learning outcomes through student team heroic leadership strategies and the provision of structured assignments. The subjects in this study were students of class X.2 MA DDI *Kaballangang, Pinrang*. This research is Classroom action research carried out in two cycles. Data collection using learning outcomes tests sheets and observation sheets. The collected data is analyzed using quantitative analysis techniques and qualitative analysis, presenting information, and drawing conclusions. The results showed that there was an increasing learning outcome through student team heroic leadership strategies and the provision of structured assignments which was marked by an increase in the average score of student learning outcomes from cycle 1 to cycle 2, which was 61.28 increasing to 83.72, student learning completeness in the second cycle. I which has not been achieved classically only reached 48.3%, but in cycle 2, classical completeness was achieved, namely 89.7% so there was an increase in the percentage of student activity in the learning process from cycle 1, namely 35.28% to cycle 2, namely 47.32%

Keywords: giving structured assignments, learning outcomes, strategy, student team heroic leadership

Manuscript submitted: ***March 27, 2022***
Manuscript revised: ***April 25, 2022***
Accepted for publication: ***May 15, 2022***

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 9| Number 1|June 2022|

Introduction

Education is an important need for each student to develop their potential. Education is a set of planned, scheduled, and specific activities (Harja et al., 2021; Toraman, 2021; Mukminin et al., 2019). Education can indirectly improve students' ability to solve problems, think logically, think creatively, and think critically (Lestari, Pratama, & Jailani, 2018). Learning in schools is not only intended to achieve educational goals for a certain lesson but also to equip students to master the concept of material and apply it in everyday life. Moreover, learning is also intended to achieve educational goals as a whole general which is formal, namely, to organize students' reasoning and shape their personalities. Learning aims to direct students to behave. The behavior shown must be in accordance with the concepts that have been formulated in the objectives because of learning. Learning outcomes will be obtained optimally when the learning gives meaning to students (Wijayanti, Utari, & Wijaya, 2022). Basically, learning (instruction) is an accumulation of the concept of teaching and the concept of learning (Mustafa, Baharullah, & Sari, 2021). For this reason, teacher creativity in the learning process is very necessary (Mustafa et al., 2021), so students are interested to follow the learning process because learning is fun for them. For example, in mathematics, according to Asmin (2003) almost every student considers mathematics to be a difficult subject, so students are less interested in taking mathematics lessons. Asmin (2003) also explained that there are symptoms of math phobia (children's fear of mathematics) that hit most of the students and will give influence on results learn it. The habit of students who only become listeners and recorders of information provided by the teacher makes students less confident to express their opinions, less confident to make decisions, and less confident to take responsibility for the actions that have been taken so that it has an impact on learning outcomes. Teachers in teaching must be able to apply effective and efficient approaches, methods, techniques, or learning strategies so that learning objectives can be achieved.

One of the learning strategies that can be applied is Student Team Heroic Leadership Strategy (STHL). Student Team Heroic Leadership Strategy (STHL) is part of cooperative learning, namely small group cooperative learning. Slavin (1980) explained that in a student team, students were placed in study groups consisting of 4 to 5 people who were mixed according to work level, gender, and ethnicity, while structured assignments were tasks given to students in a planned and regular manner, each topic unit. or each unit of study given by the teacher which refers to the level of difficulty of the teaching material, emphasizing the process of working on the task and a sense of shared responsibility in achieving learning objectives. Student Team Heroic Leadership Strategy and Structured Assignment (STHL and PTT) in still leadership principles, and academic heroism and give a deeper impression on students' memories in the learning process. Students are directed to work together in a group to solve problems or structured tasks given by helping each other and have a sense of responsibility towards the group. Nasrulloh, Khotimah, Hidayatulloh, and Sukrianingsih, (2021) stated that the STHL strategy is a learning strategy that provides opportunities for students to think, answer, motivate, help each other, foster an attitude of responsibility towards themselves and others, and can form a heroic leadership spirit. This case is in line with Nurhusain and Hasby (2021) who stated that through the STHL strategy, the teacher can develop a leadership spirit in group discussions. Student Team Heroic Leadership strategy is part of cooperative learning (small group learning), in which in groups, students are given tasks to discuss and, in the end, are given individual tests for knowing the results they learned, while the notion of heroic leadership is leadership with a

hero's spirit. Giving Structured Tasks is giving assignments by teachers to students then students must be responsible for or report the results of student assignments. Structured assignments are one of the lessons that train students more actively in other words students learn the material first before the teacher explains it (Nafisa & Anas, 2018).

Literature Review

Student Team Heroic Leadership Strategy and Structured Assignment (STHL and PTT) in learning can educate students to determine the stance/dare to take decisions in learning to encourage themselves and friends, work together in groups to solve problems, and have a sense of responsibility for the group, as well as giving a deeper impression on the memory of students in the learning process. This condition impacts the students' results study. The term learning outcomes emphasize the importance of what students learn from their experience (James, 2020). Study results are the ability obtained by the individual after the learning process takes place. It is similar to Allan (1996) that explained that Learning outcomes represent what is formally assessed and accredited to the student.

Learning outcomes must show changes in student circumstances become better so that it is useful to (a) increase knowledge, (b) better understand something that has not been understood before, (c) develop more skills, (d) have a new view of something, (e) appreciate something more than before. Student Team Heroic Leadership Strategy and Structured Assignment (STHL and PTT) are sought to help improve learning outcomes in solving the problem with refers to indicators learning, that dares to express opinions dare to take a decision, dare to take responsibility for their actions, and help for a complete problem. because of that, to increase student results study required the application of appropriate learning strategies. Study this aim for knowing enhancement results learning gained student after STHL and PTT strategies are applied.

Methodology

Research design, site, and participants

This research is Classroom Action Research with the stages of implementation which include planning, implementing, acting, observing, and reflecting. Study implemented in 2 (two) cycles. The subjects in this study were students of class X.2 MA DDI Kaballangang, Pinrang, South Sulawesi. This research is Classroom action research carried out in two cycles. The stage of cycles in the Class action study is as follows.

Planning Stage, a**t** this stage, the researcher explains what, why, where, when, and how research is done. Study action classes should be conducted collaborative, so avoid the element of subjectivity. Researchers also need to explain preparations for implementation research, such as plan implementation learning and instruments observation.

Implementation Stage (Acting), at the stage of implementation, it is done an activity of implementation or application planning action. At this stage, the learning process is held like usual. Observers do the observation by objective in accordance with the condition learning is done, researcher. This activity is urgent because destination study action class is for improving the learning process.

Observing Stage, at the stage of observation, there are two observed activities, namely students' learning activities and learning process. Observation of the student learning process was conducted

by the teacher (researcher) while doing the learning, while observation on the learning process, the implementing teacher (researcher) asked for help from the colleagues who act as collaborators in doing observation. Collaborators do observation learning based on instruments that have been compiled by researchers. Observation results from collaborators later will be beneficial or will be used by the researcher as ingredient reflection for repair learning next.

*Reflection Stage***,** activity reflection is implemented when collaborators (observers) have finished doing observation to the researcher in doing the learning. This activity is in the form of discussion results observations made by collaborators with the implementing teacher (researcher). This stage is the essence of action class study, that is when collaborator discloses things that are felt already walk good and not yet walk with good at the moment research her manage the learning process. Reflection results are used as ingredient consideration in the designing cycle next, so in essence, reflection is activity evaluation, analysis, meaning, explanation, conclusion, and identification act carry on in the planning cycle next.

Data collection and analysis

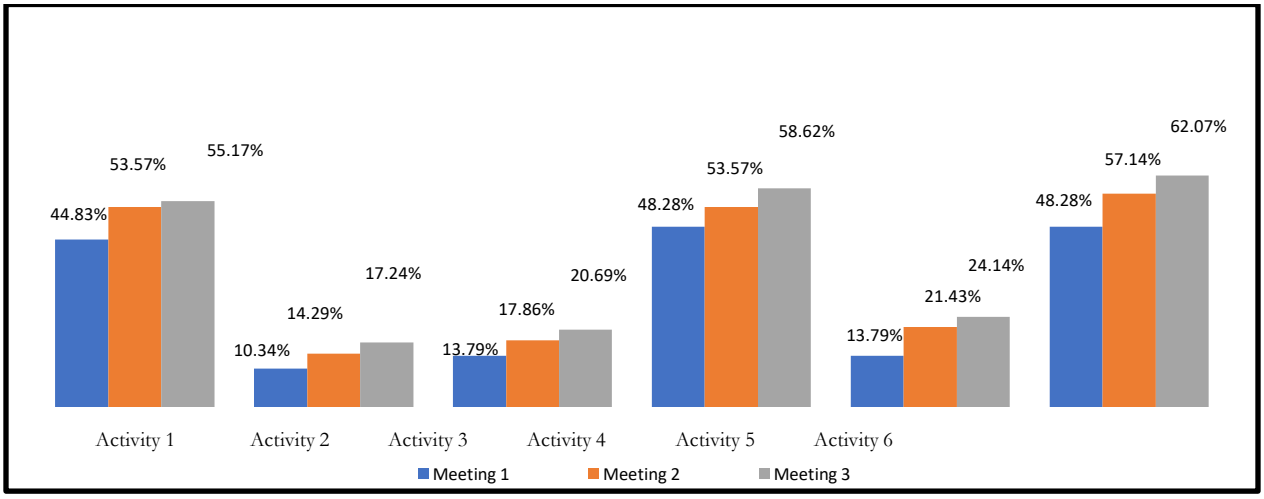
To obtain the data needed in this study, the research instruments used for data collection were the Learning Outcomes Test Sheet and the Observation Sheet. The collected data were then analyzed using descriptive statistics.

Findings

This research was conducted in class X.$_2$ MA DDI Kaballangang districts Pinrang through STHL and PTT strategies. In this study, the learning process used is 8 meetings or 16 hours of lessons, with 6 meetings used to learn the materials and 2 meetings used for testing. Each meeting consists of 2 hours of lessons. The following is a description of the research results.

Student activity analysis cycle 1. by using the student activity analysis formula, the average percentage of student activity can be seen in Fig.1.

Figure 1. *Results of the analysis of student activity observations in cycle I*



ISSN |2355-3669| E-ISSN |2503-2518|
Volume 9| Number 1|June 2022|

Note:
Activity 1: Students conduct discussions regarding the material to be studied
Activity 2: Students dare to re-explain the material according to the teacher's explanation
Activity 3: Students dare to ask questions during the discussion
Activity 4: Students work together in groups to solve problems
Activity 5: Students are responsible for their work/tasks
Activity 6: Students understand the material being discussed before the teacher explains the material

Figure 1 shows that in the first cycle the average activity of students daring to ask questions during the discussion was 17.45%, while the average percentage of student activity responsible for the results of work/tasks was 19.79%. The average result of the first cycle activity is 35.28% or is in the "enough" category. The acquisition percentage indicates existence number of activity must learn improved in the next cycle.

Description of the analysis of learning outcomes test material cycle 1. Student learning outcomes after the STHL and PTT strategi strategies are applied obtained the average (mean) of 29 students of 61.28, with a standard deviation of 19.960, the highest score obtained by students was 85 from the ideal score of 100 while the lowest score was 25.

Table 1. *Statistics of learning outcomes in cycle 1*

Statistics	Statistical Value
Research Subject	29
Ideal Score	100
Highest Score	85
Lowest Score	25
Range	60
Average Score	61.28
Standard Deviation	19.96
Median	66.00

If the student learning outcomes scores are grouped into five categories, the distribution of the frequency and percentage of learning outcomes is obtained as shown in Table 2.

Table 2. *Distribution of frequency and percentage of learning outcomes cycle 1*

Score Percentage	Score Interval	Category	Frequency	Percentage
90% - 100%	90 – 100	Very high	0	0
80% - 89%	80 – 89	High	7	24.1
65% - 79%	65 – 79	Currently	7	24.1
55% - 64%	55 – 64	Low	2	6.9
0% - 54%	0 – 54	Very low	13	44.8
Amount			29	100

Table 2 shows that from 29 students, there are 0 students or 0% who are in the very high category, while 13 students are in the very low category. This data indicates that results study students in cycle 1 are dominant very low frequency with percentage 44.8%. Acquisition it also indicates existence obstacles so that need improved in cycle 2. The percentage of completeness of student learning outcomes in the first cycle is stated in Table 3.

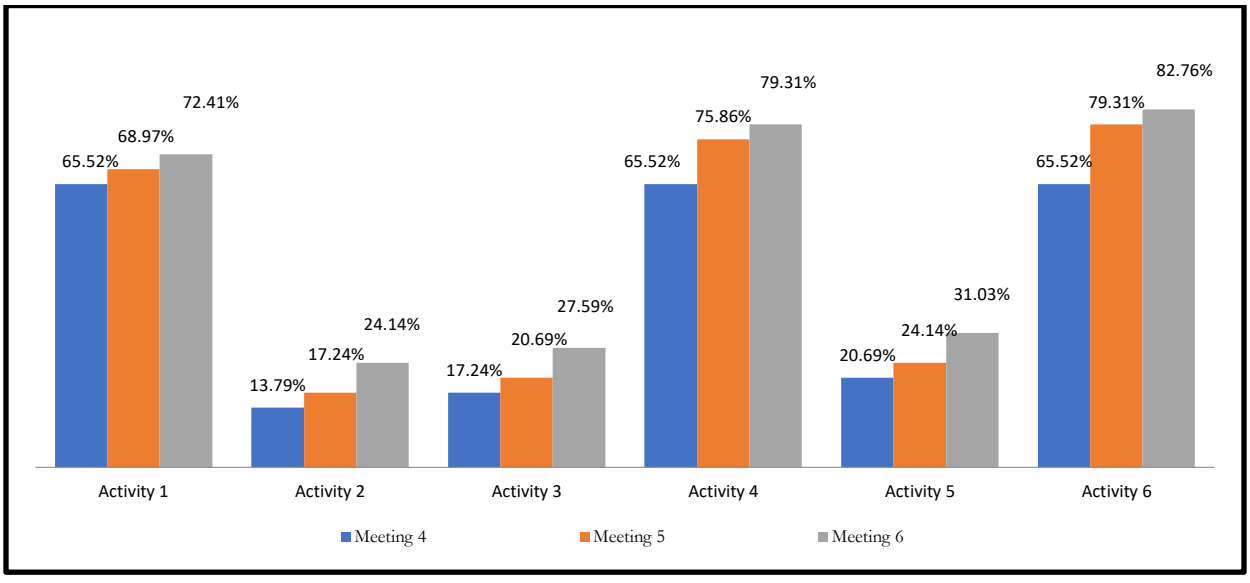
Table 3. *Description of learning completeness cycle I*

Score Percentage	Score Interval	Category	Frequency	Percentage
75% - 100%	75 – 100	Complete	14	48.3
0% - 74%	0 – 74	Not Complete	15	51.7
Amount			29	100

Table 3 shows that the number of students who finished studying was 15 students or 51.7%, while the students who did not complete the study were 14 students or 48.3%. Obtaining the data indicates that the learning outcomes of students in the first cycle have not achieved classical completeness, that is, 80% of students who have obtained a minimum score of 75 out of an ideal score of 100.

Student Activity Analysis Cycle 2, after the learning process in cycle 2 was carried out, and the findings were in research, it is analyzed to determine the level of research success using predetermined success indicators, and then the findings are then used to determine whether yes or not the research is necessary to continue to the next cycle. Data analysis on the percentage of student activity observed during cycle 2 is presented in Fig.3 below:

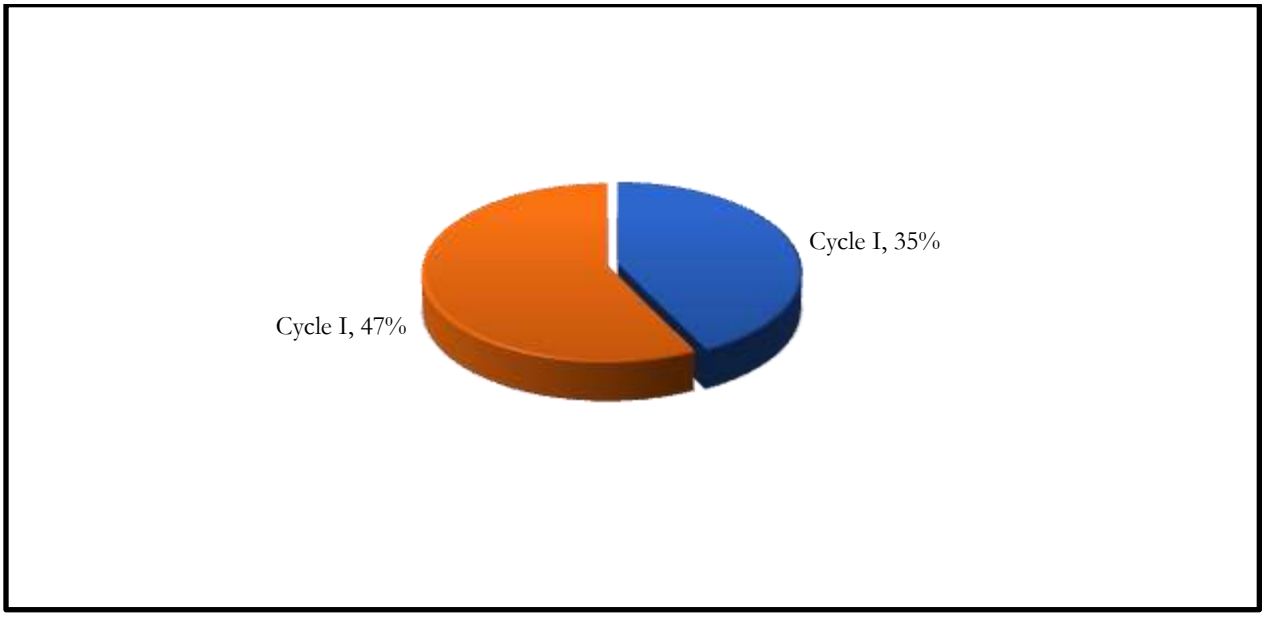
Figure 2. *Results of student activity observation analysis in cycle 2*



ISSN |2355-3669| E-ISSN |2503-2518|
Volume 9| Number 1|June 2022|

Figure 2 shows that in cycle 2 the average percentage of student activity observed increased. An increase in student activity indicates that student activity during the second cycle has increased. Furthermore, the general observations are depicted in a figure of the percentage of student activity in cycle 1 and cycle 2 which is presented in Fig.4:

Figure 3. *Comparison graph of student activities cycle 1 and cycle 2*



Based on Figure 4 shows that the average percentage of student activity analyzed in the learning process in the first cycle is 35.28% with the "less" category while in the second cycle it is 47.32% with the "enough" category. So that the average percentage of student activity in accordance with learning has increased from cycle 1 to cycle 2 by 12.04%.

Analysis of learning outcomes test cycle 2, the test results in cycle 2 were re-analyzed using the same formula in cycle 1 and the results of the analysis can be seen in Table 4.

Table 4. *Statistics of student learning outcomes scores in cycle 2*

Statistics	Statistical Value
Research Subject	29
Ideal Score	100
Highest Score	100
Lowest Score	41
Range	59
Average Score	83.72
Standard Deviation	13.06
Median	87.33

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 9| Number 1|June 2022|

Based on Table 4 shows that the average score of learning outcomes is 83.72 with a standard deviation of 13.06, the highest score obtained by students is 100 from the ideal score of 100 while the lowest score obtained by students is 41. If the student learning outcomes scores are grouped into five categories according to Nurkancana (1986), then the frequency distribution and percentage of learning outcomes are obtained as in Table 5.

Table 5. *Distribution of frequency and percentage of learning outcomes in cycle 2*

Score Percentage	Score Interval	Category	Frequency	Percentage
90% - 100%	90 – 100	Very high	11	37.9
80% - 89%	80 – 89	High	12	41.4
65% - 79%	65 – 79	Currently	3	10.3
55% - 64%	55 – 64	Low	2	6.9
0% - 54%	0 – 54	Very low	1	3.4
Amount			29	100

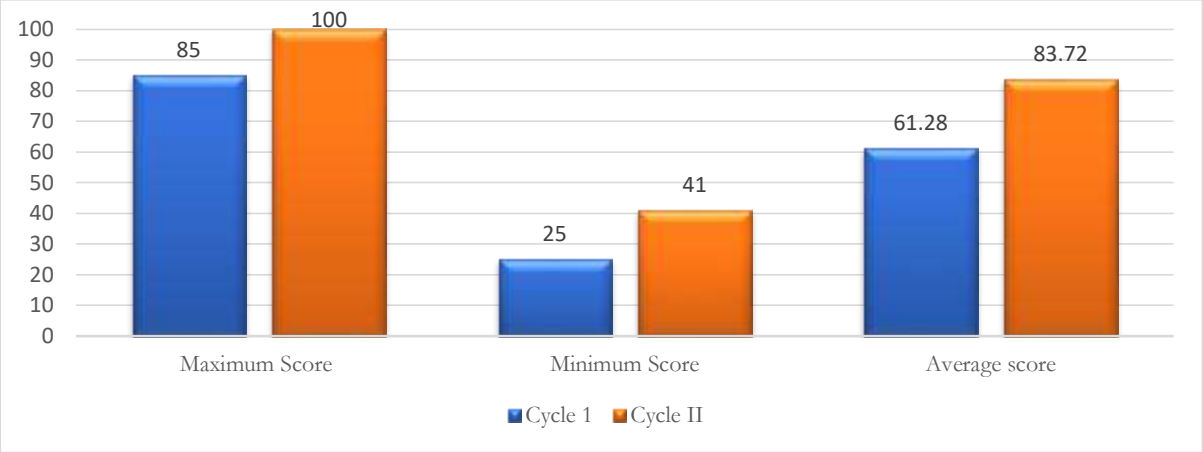
Table 5 shows that students who are in the very high category are 11 students or 37.9%, 12 students or 41.4% are in the high category, 3 students or 10.3% are in the medium category, 2 students or 6, 9% are in a low category, and 1 student or 3.4% are in the very low category. Based on the above, it can be stated that student learning outcomes in cycle II are in the "high" category, namely 12 students or 41.4%. The percentage of completeness of student learning outcomes in cycle 2 can be seen in Table 4.8:

Table 6. *Description of student learning completeness in cycle 2*

Score Percentage	Score Interval	Category	Frequency	Percentage
75% - 100%	75 – 100	Complete	26	89.7
0% - 74%	0 – 74	Not complete	3	10.3
Amount			29	100

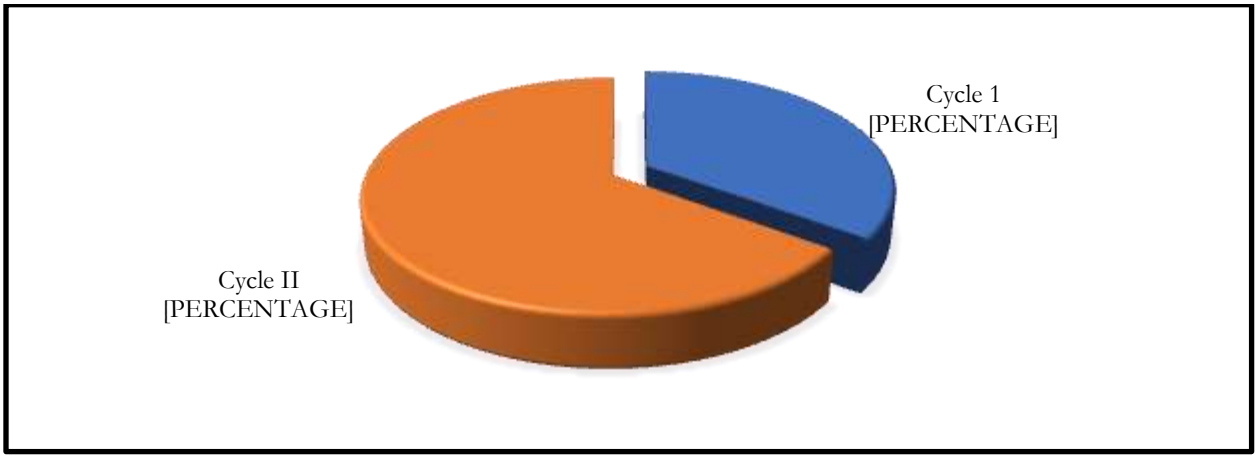
Based on Table 6, the number of students who completed learning was as many as 26 students or 89.7% while students who did not complete learning were 3 students or 10.3%, it can be stated that student learning outcomes in cycle 2 have achieved classical learning completeness, namely more than 80% of students who have obtained a minimum score of 75 out of an ideal score of 100. To see the increase in the maximum score, minimum score, and average score of students from cycle 1 to cycle 2are shown in Fig.4.

Figure 4. *Graph of comparison of resultsstudent learning cycle 1 and cycle 2*



In Figure 4 the maximum score obtained by students has increased from cycle 1 to cycle 2, namely 85 to 100. In addition, the minimum score obtained by students has increased from cycle 1 to cycle 2, from 25 to 41. Furthermore, the average score the average also increased from cycle I to cycle II, which was 61.28 to 83.72. Furthermore, to see the increase in student learning outcomes from cycle 1 to cycle 2 through student team heroic leadership strategies and giving structured assignments, it is shown in Fig. 5.

Figure 5. *Comparison graph of classical learning outcomes cycle 1 to cycle 2*



Based on figure 6, the learning outcomes obtained by students have increased from cycle 1 to cycle 2, namely 48.3% in a pie chart of 35% to 89.7% in a pie chart of 65%. So, it can be stated that student learning outcomes in cycle 1 and cycle 2 have achieved classical learning completeness, namely more than 80% of students have obtained a minimum score of 75 out of an ideal score of 100. Based on these results, the researcher did not proceed to the next cycle.

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 9| Number 1|June 2022|

Discussion

The results of data analysis show implementation of STHL, and PTT strategy strategies give an impact on enhancement results study students. Implementation study in two cycles describes that the STHL and PTT strategy is one of the right learning strategies used for resolving problem learning. In this study, students were seen to be more active in participating in the learning process. Students who are passive are decreasing and students' cooperation is getting better in doing assignments in groups and discussing. This is because the teacher motivates students more, so that it fosters self-confidence, fosters courage in students to explain the material/work on the blackboard, and accounts for the results of the work. This thing in line with the opinion of Istiyani (2013) who stated that the STHL strategy is learning that regulates strategies not only dominated by smart students, and if there are students who do not understand the material, other students will help their friends.

In this study, students who worked on structured assignments and discussed increased from cycle 1 to cycle 2, and students are more enthusiastic about explaining their work because students are getting used to the STHL and PTT strategies and feel very happy because they can do their own work and have their own sense of satisfaction, so they can stick in their memories. This is in accordance with the opinion of Bhakti (2017) which explains that the purpose of a structured task will provide students with a deeper learning experience than just doing tasks the old or traditional way. Giving structured assignments provides opportunities for material to develop and a sense of satisfaction after successfully solving problems when doing assignments, or during the discussion so that it gives an impression in deeper memory. Increased student activity also has a good impact on improving student learning outcomes; this can be seen from the achievement of learning mastery both individually and classically on the learning outcomes test from cycle 1 to cycle 2. Similar with the findings of Setyanty (2007) that showed that STHL and PTT strategies are effectively used in learning.

The first stage of the STHL strategy is the stage of instilling the students' self-awareness both in groups and individually to boost their feeling that they are leaders who have heroic traits. This is in accordance with the notion of Heroic Leadership as explained by Allison and Goethals (2013) that a heroic leadership style is the pinnacle of leadership founded on the principles of heroism. A hero is defined as an individual who voluntarily takes actions that are considered very good or are directed to serve noble principles or the greater one; (b) makes significant sacrifices, and (c) takes big risks. The task of a leader is to make each member of the group participate, not only personally responsible for the group's results achieved.

The second stage of the STHL strategy is the core stage which is the Group discussion stage (student team). The results of observations in this study showed that there were productive discussions carried out by students during the learning process. Students were active in discussions, presenting and defending groups, students carefully paying attention to each other's arguments, and challenging arguments that were considered wrong. Lubienski (2000) noted that some students, especially low-ability students, believed that the purpose of the discussion was to enable teachers to assess students' mathematical understanding.

The teachers' role in implementing STHL and PPT strategies is very important. Through the Students' Team Heroic Leadership strategies, the teachers boost a leadership spirit in group discussions. This is in line with Istiyani (2013) who states that the Student Team Heroic Leadership

strategy is a learning strategy that provides opportunities for students to think, answer, and help each other, which can foster a heroic leadership spirit. Students have learning independence, because they are responsible for their learning tasks, and believe in their own abilities. Jackson and Shenton (2015) state that independent learning can increase an individual's productive attitude in collaborative learning activities. The Student Team Heroic Leadership Strategy by Giving Structured Tasks can improve student learning outcomes and make students actively involved in learning. The form of student involvement is a cooperation between friends to be able to solve problems in the form of questions, help each other, and instil a heroic spirit so that students can find problem-solving solutions.

Conclusion

The results of data analysis show implementation of STHL and PTT strategy give an impact on enhancement results study students. Based on the results of research and discussion, so could conclude that student learning outcomes experience improvement through student team heroic leadership strategies and the provision of structured assignments. This is shown through 1) The increase in the average score of the first cycle of learning outcomes is 61.28 to the second cycle of 83.72., 2). The students' learning mastery has increased from the first cycle, the students who completed the study were 14 students or 48.3%, increasing in the second cycle to 26 students or 89.7%, and 3) Increased student activity in the learning process from the first cycle is 35.28% to the second cycle is 47.32%.

Disclosure statement

During the research and publishing of this work, the authors state that there was no possible conflict of interest.

Acknowledgment

The authors would like to thank the headmaster of MA DDI *Kaballangang, Pinrang*, and the students who had helped them in facilitating the school as the place where the research was conducted.

References

Allan, J. (1996). Learning outcomes in higher education. *Studies in Higher Education, 21*(1), 93-108.

Allison, S. T., & Goethals, G. R. (2013). *Heroic leadership: An influence taxonomy of 100 exceptional individuals*. New York: Routledge.

Arikunto. (2007). (*Classroom action research)*. Jakarta: Bumi Aksara.

Asmin. (2003). (*Implementation of realistic mathematics learning (PMR) and obstacles that appear in the field)*. Jakarta: Universitas Indonesia Library.

Bhakti, Y. B. (2017). (Improving Physics learning outcomes using the method of giving structured assignments). *Jurnal Pendidikan Fisika*, *5*(2), 138-147.

Harja, H , Mukminin, A , Muhaimin, M , Hidayat, M , Haryanto, E , Sari, S , Fridiyanto, F . (2021). Voices from the Frontliners: The Case of Motivations and Challenges of Mismatched

Women Teachers in Public Secondary Schools . Turkish Online Journal of Qualitative Inquiry , 12 (2) , 201-221 . DOI: 10.17569/tojqi.81888

Istiyani, R. (2013). (*The implementation of student team heroic leadership strategy with student worksheets to increase student independence in learning mathematics).* Unpublished doctorate dissertation, Universitas Muhammadiyah Surakarta.

Jackson, M., & Shenton, A. K. (2010). Independent learning areas and student learning. *Journal of Librarianship and Information Science*, *42*(4), 215–223.

James, M. E. (2020). *Learning outcomes: Typologies. The sage encyclopedia of higher education*. Thousand Oaks: SAGE Publication.

Lestari, W., Pratama, L. D., & Jailani, J. (2018). Implementation of the scientific approach setting STAD type cooperative against learning motivation and mathematics learning achievement. *Aksioma: Journal of Mathematics and Mathematics Education, 9*(1), 29–36.

Lubienski, S. T. (2000). Problem solving as a means toward mathematics for all: An exploratory look through a class lens. *Journal for Research in Mathematics Education*, *31*(4), 454–482.

Mukminin, A., Habibi, A., Prasojo, L. D., Idi, A., & Hamidah, A. (2019). Curriculum reform in indonesia: Moving from an exclusive to inclusive curriculum. [Kurikularna prenova v Indoneziji: Prehod od izključujočega k vključujočemu kurikulum] *Center for Educational Policy Studies Journal, 9*(2), 53-72. doi:10.26529/cepsj.543

Mustafa, S., Baharullah., & Sari, V. (2021). (*Gesture, thinking spontaneous or manipulative? Understanding body language in learning Mathematics).* Makassar: Al Maida Library.

Nafisah, L. B., & Anas, M. (2018). (The influence of process skills in learning with student team heroic leadership strategies with structured tasks on learning out comes student). *Kontinu: Jurnal Penelitian Didaktik Matematika*, *2*(2), 154-164.

Nasrulloh, M. F., Khotimah, K., Hidayatulloh, F., & Sukrianingsih, A. (2021). (The student team heroic leadership (STHL) strategy with an open-ended approach viewed from motivation and learning achievement). *Pythagoras: Journal of the Mathematics Education Study Program*, *10*(1), 57-65.

Nurhusain, M., & Hasby, M. (2021). (Mathematical communication for junior high school students: a study on building effective group discussions through student team heroic leadership strategies). *Kognitif: Jurnal Riset HOTS Pendidikan Matematika, 1*(1), 53 – 65.

Nurkancana, W. (1986). (*Education evaluation).* Surabaya: Usaha Nasional.

Setyanty. R. D. (2007). (Effectiveness of learning Mathematics in solid shapes with student team heroic leadership strategies and giving structured tasks to students). Unpublished thesis, Universitas Negeri Semarang, Semarang.

Slavin, R. E. (1980). Cooperative learning. *Review of Educational Research*, *50*(2), 315-342.

Toraman, C. (2021). *Assessment tools for mapping learning outcomes with learning objectives*. The United States of America: IGI Global.