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The Effectiveness of Thematic Learning through the Cooperative Learning Approach of Team Accelerated Instruction (TAI) in Grade IV of SDN Cengkareng Barat 11

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Abstract
This study aimed to improve motivation and academic achievement of fourth-grade students at SDN Cengkareng Barat 11 Jakarta by applying the Cooperative Learning model, Team Accelerated Instruction (TAI), in thematic learning on Theme 8: "Our Environment, Our Friend." Using Classroom Action Research across three cycles, data on lesson plan quality, teacher performance, student motivation, and achievement were collected. Results showed significant improvements: lesson plan quality rose from 70% to 93%, teacher performance from 74% to 96%, student motivation from 70% to 94%, and students meeting Minimum Mastery Criteria increased from 60% to 94%. These findings confirm TAI's effectiveness in enhancing learning quality, motivation, and achievement, recommending its use in primary education for more active and collaborative learning.

Keywords: *motivation, team accelerated instruction, thematic learning.*

INTRODUCTION

The learning process is essentially an organized and structured effort aimed at directing students to actively engage in learning activities in order to achieve predetermined instructional objectives. To ensure these objectives are optimally attained, it is necessary to implement learning strategies that are systematically designed, contextual, and tailored to the characteristics and needs of the students (Ritonga et al., 2022)

Learning strategies do not merely involve methods or techniques for delivering material, but also encompass pedagogical approaches that bridge the subject matter

with the students' learning context (Assadi et al., 2019). The selection of appropriate strategies is crucial, as it directly influences the effectiveness of the learning process (Latiana, 2019).

In this context, teachers play a highly strategic role (Patilima, 2022). Beyond serving as managers of the learning process, they also act as motivators and facilitators who encourage active student engagement (Maryadi, 2019). To perform these roles effectively, teachers must possess a broad understanding of learning theories, instructional models, and relevant teaching approaches.

Moreover, teachers must be able to identify the necessary steps to create a conducive learning environment (Capperucci, 2015). A deep understanding of student characteristics, along with mastery of subject matter, serves as the foundation for selecting appropriate instructional strategies (Indrawan & Ichsan, 2021). This underscores that teaching quality is not solely determined by content mastery, but also by the teacher's pedagogical ability to design and implement contextual and responsive strategies that meet the needs of learners (Tiaumessa et al., 2023)

Thematic learning at the elementary school level is an integrated approach that combines several core subjects, such as Indonesian Language, Natural Sciences (IPA), Civic Education (PKn), Social Sciences (IPS), and Arts and Crafts (SBdP). This approach is designed to provide a comprehensive learning experience through the interconnection of materials within a single theme. As a generalist field, thematic learning serves as a foundation for the development of various branches of knowledge and plays a role in shaping students' thinking patterns and reasoning abilities. However, not all students respond positively to this approach; some perceive thematic learning as monotonous and less engaging.

In facing these challenges, learning motivation becomes a crucial aspect that needs attention. Learning motivation can be defined as an internal force that drives an individual to actively engage in the learning process (Anaktototy & Sopacua, 2022). Motivation not only affects the level of student participation but also determines the

direction and intensity of their efforts in achieving learning goals (Zaitun et al., 2021). Several factors influence learning motivation, including: (1) aspirations and self-esteem, (2) students' cognitive abilities, (3) the psychophysical condition of learners, (4) the learning environment both at home and at school, (5) internal dynamics during the learning process, and (6) interventions and learning strategies applied by the teacher.

Meanwhile, learning achievement can be understood as an indicator of students' accomplishments after participating in the learning process (Bagas et al., 2021). This achievement reflects changes in cognitive, affective, and psychomotor aspects, in accordance with the predetermined instructional objectives (Novauli, 2015). To measure learning achievement objectively, evaluations are conducted through various forms of assessment, such as formative or summative tests (Tahanora et al., 2024). The results of these tests are then expressed in the form of numerical scores or letter grades that represent the level of students' mastery of the taught material

Cooperative learning is an instructional approach that emphasizes active student involvement in the learning process through collaboration in small groups. This model is designed to encourage active participation, develop social skills, and enhance conceptual understanding through student interactions. One type of cooperative learning is Team Accelerated Instruction (TAI). The TAI model requires students to first study the material individually, then discuss their understanding with group members. The uniqueness of this model lies in the combination of individual and collaborative responsibility, where each student is accountable for their own comprehension as well as the group's final outcome

Field findings indicate that the implementation of conventional methods, such as lecturing, still dominates the thematic learning process in several elementary schools. Observations conducted in Grade IV at SDN Cengkareng Barat 1 on August 27, 2025, revealed low levels of student enthusiasm and motivation to learn. Several indicators supporting these findings include students not focusing during lessons,

chatting with seatmates, and displaying passive behaviors such as resting their heads on desks or sleeping

The lack of student engagement in the learning process is caused by the limited use of interactive and participatory methods. The lecture method employed by the teacher is unable to stimulate student activity and does not provide space for them to explore or construct knowledge independently. This results in low learning motivation, especially in thematic subjects which are often considered boring by some students (Matitaputty & Sopacua, 2023). Furthermore, the students' lack of confidence to ask questions or express opinions also reflects low cognitive involvement, which ultimately affects their academic achievement (Fadli et al., 2021).

The problem of low student learning outcomes in thematic subjects is also reflected in the results of the Mid-Semester Assessment (PTS) for Semester 2 of the 2024/2025 Academic Year in Grade IV at SDN Cengkareng Barat 11. The data obtained shows that many students still scored below the Minimum Competency Criteria (KKM) set by the school, which is 70 for thematic subjects.

The low learning achievement serves as an indicator of the ineffectiveness of the ongoing learning process. One of the suspected contributing factors is the lack of variety in the teaching approach and insufficient active student involvement during learning (Matitaputty et al., 2024). Therefore, it is necessary to implement a more interactive learning model, such as the cooperative learning approach of the Team Accelerated Instruction (TAI) type, to increase student participation, learning motivation, and ultimately, their learning outcomes.

The thematic learning process in Grade IV at SDN Cengkareng Barat 11 is still dominated by the use of conventional approaches, where teachers tend to apply the lecture method as the main strategy. In this method, students mostly act as passive listeners, limited to taking notes and completing assigned tasks without active involvement in the learning process. This pattern of learning impacts students' low interest, participation, and motivation towards thematic subjects. Many students

appear inattentive, bored, and even show a lack of enthusiasm for the learning activities.

This condition indicates the need for innovation in selecting a learning model that can encourage students to be actively involved and create a more interactive and enjoyable classroom atmosphere. One relevant alternative model to be implemented is the cooperative learning model of the Team Accelerated Instruction (TAI) type.

The TAI model is a form of Cooperative Learning developed by (Slavin, 2008), previously known as Team Assisted Individualization. This model is designed to accommodate individual differences in students' abilities within a group learning context. TAI combines individual learning strategies with group cooperation in a structured process.

According to Slavin (Taurina, 2015), TAI is a pedagogical program aimed at tailoring the learning process to the diverse academic abilities of students. Learning in this model is student-centered, where students actively construct their own knowledge.

The distinctive characteristics of the Cooperative Learning model type TAI, as stated by (Wulandari, 2015), include:

1. Each student first studies the material individually based on the teaching materials prepared by the teacher.
2. The individual learning outcomes are then brought into small groups for discussion and joint analysis, so that every group member shares responsibility for understanding the material.
3. TAI combines heterogeneous individual abilities with group work, creating a synergy between individual potential and team collaboration in the learning process

According (Nikadek, 2022), there are several stages in the implementation of the Team Accelerated Instruction (TAI) cooperative learning model designed to improve the effectiveness of the learning process. These steps include:

1. The teacher assigns students to study the material individually, based on teaching materials prepared beforehand.
2. Next, the teacher gives an individual quiz to obtain a baseline score or initial value as a benchmark.
3. The teacher forms study groups consisting of 4–5 students with heterogeneous academic abilities (high, medium, and low). If possible, group membership also considers diversity in cultural background, ethnicity, and gender.
4. The individual learning outcomes are then discussed within the groups. In this activity, students check and discuss each other's answers.
5. The teacher actively facilitates the creation of summaries, provides guidance, and emphasizes important points from the studied material.
6. The teacher gives another individual quiz to measure learning outcomes after the group discussion.
7. The teacher gives rewards to groups based on students' score improvements from the baseline to the latest quiz, as a form of appreciation for individual and group progress

The cooperative learning model Team Accelerated Instruction (TAI), when applied in thematic learning particularly in Theme 8: Our Friendly Environment has been proven effective in helping students overcome various challenges related to low learning motivation and academic achievement. Therefore, this model is expected to be implemented effectively in Grade IV at SDN Cengkareng Barat 11 as a learning strategy that can increase active student participation and encourage the achievement of more optimal learning outcomes

METHOD

This study uses Classroom Action Research (CAR), where the research is conducted by the teacher with the aim of improving the quality of the teaching and learning process in the classroom. CAR focuses on natural classroom situations and involves a

cyclical process consisting of planning, action, observation, and reflection (Arikunto & Suharsimi, 2015). This research was conducted at SDN Cengkareng Barat 11 Jakarta, involving fourth-grade students as the research subjects. Data collection techniques included observation sheets, tests, and documentation. The research cycles consisted of four stages, namely Planning, Action, Observation, and Reflection, which were carried out sequentially to evaluate and improve the learning process. Data analysis was conducted to obtain the final score (NA). The final score (NA) is calculated using:

$$Final\ Score\ = \frac{number\ of\ scores\ obtained}{total\ score} \times 100\%$$

$$Average\ = \frac{the\ total\ score\ of\ all\ students}{number\ of\ students} \times 100\%$$

RESULT AND DISCUSSION

This study was conducted with the primary aim of identifying and measuring the effectiveness of implementing the Cooperative Learning model, specifically the Team Accelerated Instruction (TAI) type, in enhancing the learning motivation and academic achievement of fifth-grade students at SDN Cengkareng Barat 11. The TAI model was chosen because this approach is believed to facilitate both collaborative and individual learning in a balanced manner, thus accommodating students' diverse abilities and creating active and constructive learning interactions.

In the implementation of this classroom action research (CAR), two main focuses were analyzed in depth, namely:

1. The teacher's performance in designing and implementing the learning process, especially through analysis of the quality of the Lesson Plan (RPP) used in each action cycle.
2. Student learning outcomes, which include improvements in learning motivation during the learning process as well as achievement results measured through formative and summative assessments.

Using a cyclical approach that includes planning, action implementation, observation, and reflection, it was found that the systematic implementation of the TAI model contributed significantly to improving the quality of learning. The teacher's performance in designing learning improved from cycle to cycle, which aligned with increased student participation and learning achievement. Thus, the TAI model has proven to be an effective alternative learning strategy in the context of thematic learning in elementary schools.

An effective Lesson Plan (RPP) is a crucial factor in enhancing student motivation and academic achievement, particularly in thematic learning with the theme 8 "Our Friendly Environment." In this study, the quality of the RPP was evaluated using an assessment rubric developed by the researcher and assessed by an observer, the fifth-grade homeroom teacher. The evaluation covered important components such as the selection of learning materials, learning steps aligned with indicators, use of learning materials and media, and utilization of relevant learning resources.

The evaluation results showed an improvement in the quality of the RPP from the first to the third cycle. In cycle I, the RPP scored 70% with a good category, but reflections identified weaknesses in the learning steps that needed improvement. These improvements were applied in cycle II, which then showed an increase to 88%, still in the good category. Further improvements focused on optimizing the use of learning media, which in cycle II was considered suboptimal. In cycle III, after these improvements, the RPP success score increased significantly to 93%, categorized as very good. This indicates that continuous review and refinement of lesson planning positively impact the quality of the learning process.

In implementing learning using the Cooperative Learning model type Team Accelerated Instruction (TAI), the steps applied in the Lesson Plan (RPP) refer to the principles proposed by Nikadek (2014). The learning process begins with the teacher assigning students to study the material independently, which has been prepared in

advance by the teacher. Next, the teacher conducts an individual quiz to obtain an initial score as a basis for evaluation.

Then, the teacher forms small groups consisting of 4 to 5 students with varying academic abilities: high, medium, and low. Group formation also considers diversity in race, culture, ethnicity, and gender equality if possible, to create an inclusive and collaborative learning environment.

Individual learning results are then discussed together in groups, where each member checks and discusses their peers' answers to improve mutual understanding. The teacher actively facilitates these discussions, helping students summarize, provide guidance, and reinforce the material studied.

As a follow-up evaluation, the teacher administers another individual quiz to measure improvements in students' learning outcomes after the group discussion process. Finally, the teacher gives awards to groups based on the improvement in individual learning scores from the initial score to the latest quiz as a form of motivation and appreciation for students' learning efforts.

This TAI learning model emphasizes collaboration, shared responsibility, and simultaneous development of individual abilities, effectively increasing motivation and academic achievement.

The improvement in the quality of the Lesson Plan (RPP) implemented using the Cooperative Learning model type Team Accelerated Instruction (TAI) in thematic learning in grade IV at SDN Cengkareng Barat 11 can be analyzed in depth through observation data from cycle 1 to cycle 3. This data is compiled in Table 2 below, which illustrates improvements and progress in aspects of learning planning relevant to the characteristics of students and learning needs at the school.

Table of Recapitulation of Lesson Plan (RPP) Observation Results

Cycle	Percentage	Criteria
1	70%	Enough

2	88%	Good
3	93%	Excellent

The implementation of thematic learning integrating the Cooperative Learning model of Team Accelerated Instruction (TAI) showed improvement from cycle to cycle when applied to the subtheme "Cultural Diversity of My Nation" in Grade IV at SDN Cengkareng Barat 11, Jakarta. Observations were conducted to assess the teacher's execution of learning activities, covering aspects such as the delivery of apperception, classroom management, group management, and active student involvement during the learning process. In Cycle I, the implementation was not optimal. The teacher faced difficulties in delivering engaging apperception and in maintaining overall classroom control, resulting in less effective learning.

In Cycle II, there was an improvement in the quality of implementation, evident from the developing interaction between teacher and students. However, challenges remained in grouping students and managing the cooperative learning environment.

Feedback and reflections from Cycle II were applied in Cycle III, where significant improvements were noted. The teacher succeeded in creating a more conducive learning environment, effectively guiding group work, and actively involving students in the learning process. This demonstrated that the implementation of the TAI model became more optimal and was able to enhance the overall quality of thematic learning.

In Cycle I, the teacher's implementation of learning activities required several improvements. Based on observations by the observer, the implementation achieved a success rate of 74%, categorized as good. In Cycle II, there was an increase to 86%, still within the good category, although some aspects—particularly group management needed refinement.

These improvements were carried out in Cycle III, showing a significant increase. Implementation in Cycle III achieved a success rate of 96%, categorized as very good, indicating that the teacher was able to implement learning in accordance

with the principles of the Cooperative Learning model of TAI more optimally in Grade IV at SDN Cengkareng Barat 11, Jakarta.

Overall, the implementation of learning using the Cooperative Learning model Team Accelerated Instruction (TAI) showed progress across the cycles during thematic learning activities in Grade IV at SDN Cengkareng Barat 11, Jakarta. Evaluation of implementation was conducted through observation of the teacher's performance in delivering material, managing the classroom, guiding group discussions, and facilitating the overall student learning process.

The improvement in learning implementation from Cycle I to Cycle III is summarized in Table 2 below, which presents data on the development of the effectiveness of learning implementation based on predetermined criteria

Cycle	Percentage	Criteria
1	74%	Enough
2	86%	Good
3	96%	Excellent

1. Improvement of Student Motivation

Learning motivation is one of the important factors in the success of the learning process. In this study, the increase in motivation of fourth-grade students at SDN Cengkareng Barat 11 Jakarta was measured through observations of several key aspects, including: willingness to participate in lessons, active participation in the learning process, discipline in completing tasks according to instructions, perseverance in facing learning difficulties, independence in understanding the material, and the ability to express opinions verbally.

Observations in the first cycle showed that some motivation indicators had not yet appeared evenly among the students. For example, participation in group discussions was still low, and the courage to express opinions was not yet significantly visible.

In response to these findings, the researcher made improvements in the planning and implementation of learning in cycles II and III by integrating a more interactive cooperative learning approach, namely the Team Accelerated Instruction (TAI) model, which actively involves students.

The increase in students' learning motivation was measured based on scores from the observed motivational aspects. The observation results showed that in cycle I, the average student motivation was at 70%, then increased to 82% in cycle II, and reached 94% in cycle III. This improvement occurred along with enhancements in learning steps and media used in planning, as well as improvements in the quality of aperception and classroom management during the implementation of learning.

Data on the increase in student learning motivation in cycles I, II, and III obtained through the application of the cooperative learning model Team Accelerated Instruction (TAI) in theme 8 "Our Environment, Our Friend" in grade IV at SDN Cengkareng Barat 11 Jakarta can be seen in Table 3 below.

Cycle	Percentage	Criteria
1	70%	Enough
2	82%	Good
3	94%	Excellent

2. Improvement of Student Academic Achievement

Student learning achievement in this study focused on the cognitive domain, which was measured through final evaluation tests conducted at the end of each learning cycle. These tests were used to determine the extent to which students understood the material after the implementation of the Cooperative Learning model type Team Accelerated Instruction (TAI) in the thematic learning of Theme 8: Our Environment, Our Friend.

The increase in student learning achievement was analyzed through the percentage of students reaching the Minimum Mastery Criteria (KKM) based on the final evaluation

results of each learning cycle. The implementation of the Cooperative Learning model type Team Accelerated Instruction (TAI) in thematic learning in grade IV at SDN Cengkareng Barat 11 Jakarta proved capable of gradually improving students' learning outcomes.

Based on the results of the final evaluation tests in each cycle, the data obtained are as follows:

1. In cycle I, 15 students (60%) achieved the Minimum Mastery Criteria (KKM). This achievement indicates that some students still experienced difficulties in fully understanding the material.
2. In cycle II, the number of students meeting the KKM increased to 19 students (75%), reflecting significant improvements in the learning strategies and media used.
3. In cycle III, 24 students (94%) succeeded in reaching the KKM. This shows that the cooperative learning approach of the TAI model is effective in enhancing students' conceptual understanding and learning achievement.

This improvement demonstrates that the cooperative learning model type TAI can create a conducive learning environment, strengthen individual and group conceptual understanding, and support continuous improvement in learning achievement.

Data on the increase in student learning achievement in cycles I, II, and III carried out by the researcher in grade IV at SDN Cengkareng Barat 11 Jakarta using the Cooperative Learning model type Team Accelerated Instruction (TAI) for Theme 8 "Our Environment, Our Friend" can be seen in Table 4 below

Cycle	Above the minimum completeness criteria	Below the minimum completeness criteria
1	15	10
2	19	6
3	24	1

CONCLUSION

This classroom action research aimed to improve motivation and academic achievement in grade IV students at SDN Cengkareng Barat 11 Jakarta through the Cooperative Learning model, Team Accelerated Instruction (TAI). Data from three learning cycles showed significant improvements: lesson plan quality rose from 70% to 93%, teacher implementation success increased from 74% to 96%, and student motivation improved from 70% to 94%. Additionally, students meeting the Minimum Mastery Criteria (KKM) increased from 60% to 94%. These results indicate that the TAI model effectively enhances lesson planning, teaching practices, student motivation, and cognitive learning outcomes by combining individual and cooperative learning strategies

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