

Influence of Cooperative Learning Model, Individual Learning and Motivation to Student Results

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ABSTRACT

The purpose of this study was to examine the Influence of Cooperative Learning Model, Individual Learning and Motivation Study Learning Outcomes graders.

This research uses experimental design methods to provide different treatment on two groups of samples, homogeneous condition. One group was treated sample in the form of cooperative learning model. The other group was treated individual learning model. Then each group was divided into two, namely a control group and an experimental group with high motivation and the control group and experiment with low motivation.

Based on the calculation result and test result may be concluded that H_0 is accepted and H_1 is rejected, it means there are not different of study result and significant interaction among study result who use cooperative learning method and individual learning along with students who have high motivation and student who have low motivation to Social Science of VII Grade in two junior high schools and two junior high schools Gandusari Trenggalek Regency in 2009/2010

Keywords: cooperative learning, individual learning, learning motivation, learning outcomes

INTRODUCTION

Learning components include teachers, students, strategies, and tools used in learning. Teachers as educators should be aware that the progress of education depends on the dedication of teachers and creativity upon learning of the changes that occur (Soedjadi, 1999: 101). The use of appropriate learning approach by a teacher is expected to instill the concept of matter with both the students and in accordance with the competencies achieved.

In cooperative learning are taught specific skills to be able to work well together in the group, such as being a good listener, students are given an activity sheet with questions or tasks that are planned to be taught. During group work, task group members are reaching completeness (Slavin, 1995).

Some characteristics of learning koepratif is; (A) each member has a role, (b) there is connection direct interaction between students, (c) each member of the group responsible for learning and also friends group of their, (d) the teacher helps develop interpersonal skills group, (e) interacting with a group of teachers only when needed (Carin, 1993).

The purpose of cooperative learning is different from the traditional groups that implement the competition system, in which individual success oriented to the failure of others. While the goal of cooperative learning is creating

a situation where individual success is determined or influenced by the success of the group (Slavin, 1995).

Although the basic principles of cooperative learning has not changed, there are several variations of the model. There are four cooperative learning approach (Arends, 2001).

Table 1 Comparison of Four Approaches to Cooperative Learning

	STAD	Jigsaw	Investigations of Group	Structural Approach
Cognitive Objectives	Simple Academic Information	Simple Academic Information	High-Level Academic Information And Inquiry Skills	Simple Academic Information
Social Purpose	Group Work and Cooperation	Group Work and Cooperation	Working in Groups of Complex	Group Skills and Social Skills
team structure	Heterogeneous Study Groups with 4-5 Members	Heterogeneous Study Groups with 5-6 Members, Using Pattern "Home Group" and "Group Of Experts"	Study groups with 5-6 homogeneous members	Varied, two, three, group of 4-6 members
Selection of Lesson Topic	Usually Teachers	Usually Teachers	Usually Students	Usually Teachers
Main Task	Students Can Use the Activity Sheets and Help Each Other to Complete the Learning Material	Students Learn the Material in the "Group of Experts", then Helped Members of the "Home Group" the Study Material	Students Complete A Complex Inquiry	Students Work on Assignments Social and Cognitive
Assesment	Weekly Test	Varies, it can be a weekly test	Finish The Project and Write a Report, Can Use the Test Description	Varies
Recognition	Sheets of Knowledge and Other Publications	Other Publications	Sheets of Knowledge and Other Publications	Varies

(Source: Arends, 2001)

According Ningrum (2009) features a prominent individual learning can be evaluated in terms of (i) the purpose of teaching, (ii) the student as the subject of learning, (iii) the teacher as learner, (iv) learning programs, and (v) orientation and the main thrust in learning peaksanaan.

The six types of the student notch result in differences in teaching and learning responsibility. In klaskal learning, the teacher's responsibility in teaching students is quite large. In individual learning, student responsibility for learning itself is huge. Learners are fully responsible for their own learning. The following question arises: if students have a sense of responsibility for their own learning? it is associated with the development of students' self-emancipation. Nevertheless, in place since primary school age (6; 0-15; 0) students are taught to have a sense of responsibility in their own beajar

Sardiman (1988: 74) suggests that it originated from the motif can be interpreted as a motivation driving forces are active. The driving force or forces that are active are called to motivation, motivation can be divided into two: the motivation can come from within the individual (intrinsic motivation) and can also arise from outside himself (extrinsic motivation). (Usman, 1996: 29). Intrinsic motivation is the driving force or power that comes from within the individual himself, while extrinsic motivation is the driving force or the driving force that comes from outside oneself. The same opinion was stated the Ministry of Education and Culture (1985: 53), according to his staff motivation can be divided into two extrinsic motivation is a motivation that comes from outside a person and intrinsic motivation is motivation that comes from within the individual. Meanwhile, according to Suharto (1995: 111) argues that, from the standpoint of a behaviorist, motivation is extrinsic, because the location of encouragement motivate students outside the student is in itself. The cognitive psychological another view, a source of encouragement is not located on the outside but are already inside the student naturally. In this case the teacher stay evocative and menggalakkannya, hence the psychological cognitive say that it is intrinsic motivation.

(Ratnawati, 1996: 206) states the intended learning outcomes are the results that have been achieved, done or done by someone. While the results of learning itself be interpreted as an achievement by a student in a given time period and recorded in a school report.

Furthermore, according to Sudjana (1995), the achievement of learning outcomes is the process of determining a person's level of skill mastery learning by comparing it with certain norms within an agreed assessment system. Objects achievement of learning outcomes manifested by changes in a person's behavior in the cognitive, affective and psychomotor.

Based on the definitions of achievement and learning outcomes, we can conclude that the learning outcomes of Social Sciences is the achievements of students through a learning practices of Social Sciences, who carried out individually or in groups and

From the definition above, it can be concluded that the learning outcomes are a product of learning achieved by a student in the form of a skill of learning activities in the academic field school at a certain time period were recorded at each end of the semester in the evidence report called report cards.

RESEARCH METHODS

Research design

This research uses experimental design methods to provide different treatment on two groups of samples, mengkondisikannya homogeneous. One sample group was treated in the form of cooperative learning model. Another group was treated individual learning model. Then each group was divided into two, namely a control group and an experimental group with high motivation and the control group and experiment with low motivation.

Population and Sample Research

Population Research

Winarsunu (2002: 12) states that the population is all individuals who are meant to be studied, and which will be subject to generalization. Hadi Sutrisno (1987: 220), imposes limits on the study population is a population or individuals who have at least one thing in common.

While the sample is a population that's less than the population. (Hadi Sutrisno, 1987: 221). Darmawan (2006: 63), giving the sense of samples is an interesting process most of the study subjects, symptoms or objects that exist in the population.

Furthermore, the population and the sample can be seen in the following Table 2 Total Population and Sample Research

Number	School Name	Population	Sample
1.	Second grade junior high schools Pogalan	110	80
2.	Second grade junior high schools Gandusari	270	80
		380	160

Source: school profile data

Method of collecting data. In this study, the data collection methods used were: 1) Methods The questionnaire or questionnaires and 2) Test Method Data analysis technique. Analysis of the data used in this research is to use the technique of analysis of variance of two lines that were previously done prerequisite test that consists of tests of normality and homogeneity test.

RESULT

In the report the results of this study will be explained about the findings in the field at the time the researchers conducting the study. Research conducted on two different research sites, namely 1) the high school and the first two Pogalan Gandusari Trenggalek

Table 3 Normality Test Results of Cooperative Learning Model

One-Sample Kolmogorov-Smirnov Test

		Cooperative Learning
N		80
Normal Parameters ^{a,b}	Mean	81.1500
	Std. Deviation	9.71245
Most Extreme Differences	Absolute	.115
	Positive	.110
	Negative	-.115
Kolmogorov-Smirnov Z		1.032
Asymp. Sig. (2-tailed)		.237

a. Test distribution is Normal.

b. Calculated from data.

Grades K-S for demonstration learning data values obtained 1,031 with significance probability value is above 0237 and $\alpha = 0:05$ this means that the null

hypothesis is accepted or learning outcome data with the use of cooperative learning model class is normally distributed.

Table 4 normality Test Results of Individual Learning Model

		Individual Learning
N		
Normal Parameters ^{a,b}	Mean	74.1750
	Std. Deviation	9.40748
Most Extreme Differences	Absolute	.160
	Positive	.148
	Negative	-.160
Kolmogorov-Smirnov Z		.931
Asymp. Sig. (2-tailed)		.334

a. Test distribution is Normal.

b. Calculated from data.

Grades K-S for learning data values obtained demonstrations .931 with significance probability value is above 0334 and $\alpha = 0:05$ this means that the null hypothesis is accepted or learning outcome data with the use of individual learning model class is normally distributed.

Table 5 Calculation of homogeneity

Levene's Test of Equality of Error Variances^a

Dependent Variable : Learning Outcomes of Social Science

F	df1	df2	Sig.
.265	3	156	.851

Based on the above table it can be seen that the probability of the above data is 0851, meaning that the probability of > 0.05 , it gives the sense that the data class for cooperative learning and individual learning model is homogeneous.

From the foregoing it can be seen that from both a research site has the ability to learn the same of Social Sciences, where both the sample has the same properties or homogeneous

Table 6. Descriptive Results Achievement of Social Sciences

Descriptive Statistics

Dependent Variable : Learning Outcomes of social Science

A_Factor	B_Factor	Mean	Std. Deviation	N
Cooperative Learning	High Motivation	83.0750	9.49868	40
	Low Motivation	79.2250	9.65690	40
	Total	81.1500	9.71245	80
Individual Learning	High Motivation	75.7500	9.84170	40
	Low Motivation	72.6000	8.79335	40
	Total	74.1750	9.40748	80
Total	High Motivation	79.4125	10.29279	80
	Low Motivation	75.9125	9.76327	80
	Total	77.6625	10.15285	160

From the table above it can be seen that there are differences in the average Social Sciences learning outcomes in each cooperative and individual classes to students with high motivation and low motivation.

Based on the above table it can be seen that the model of cooperative learning with highly motivated, have a greater learning outcomes when compared with the model of cooperative learning in students with low motivation. Similarly, in the individual learning model with high motivation memilliki learning outcomes greater than the individual learning model with low motivate mo. As well as cooperative learning model is greater than the individual learning model. Table 7 different test average of cooperative learning and individual learning model

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
learning outcomes of social science	Equal variances assumed	.103	.749	4.614	158	.000	6.97500	1.51176	3.98914	9.96086
	Equal variances not assumed			4.614	157.839	.000	6.97500	1.51176	3.98912	9.96088

From the table above obtained significant value under 0:05 ($\alpha < 0.05$), so it can be explained that there are differences in learning outcomes of Social Sciences at the seventh grade students in secondary schools state 2 Pogalan and junior high schools are state 2 Gandusari Trenggalek school year 2009/2010 by using cooperative learning and individual learning model

Table 8 Different test average student with high motivation and low motivation in cooperative learning model

From the table above obtained significant value under 0:05 ($\alpha < 0.05$), so it can be explained that there are differences in learning outcomes of students in the subjects of Social Sciences at the seventh grade students in junior high school state 2 Pogalan Trenggalek and junior 2 Gandusari state Trenggalek academic year 2009/2010 which has a high motivation to learn with those having low learning motivation in cooperative learning model.

table 9 Different test average student with high motivation and low motivation on individual learning model

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	.797	.375	1.510	78	.135	3.15000	2.08678	-1.00441	7.30441
	Equal variances not assumed			1.510	77.031	.135	3.15000	2.08678	-1.00524	7.30524

From the table above obtained significant value over 0:05 ($\alpha > 0.05$), so it can be explained that there are no differences in learning outcomes of Social Sciences at the seventh grade students in Junior High School 2 Pogalan Trenggalek and Junior High School 2 Gandusari Trenggalek school year 2009/2010 which has a high motivation to learn with those having low learning motivation on individual learning model.

Table 10 Anava 2 Line Test Results

Test of between-subjects Effects

Dependent Variable : Learning Outcomes of Social Science

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2440.925 ^a	3	813.642	9.100	.000
Intercept	965034.225	1	965034.225	10792.670	.000
A_Factor	1946.025	1	1946.025	21.764	.000
B_Factor	490.000	1	490.000	5.480	.021
A_Factor * B_Factor	4.900	1	4.900	.055	.815
Error	13948.850	156	89.416		
Total	981424.000	160			
Corrected Total	16389.775	159			

a. R Square = 149 (Adjusted R Square = 133)

DISCUSSION

Differences Learning Outcomes On Learning Model Cooperative Learning and Individual

Based on the calculation and the results of tests conducted on each class can be explained that the learning outcomes of Social Sciences Seventh Grade Primary School Students or two grade junior high schools Pogalan Trenggalek and two grade junior high schools Gandusari Trenggalek the academic year 2009/2010, at the beginning of learning has the ability Similarly, where the average results of the same study. After treatment with the use of cooperative learning and individual learning model there are significant differences in the results, there was an increase learning outcomes for Social Sciences in seventh grade or two grade junior high schools Pogalan Trenggalek and two grade junior high schools Gandusari Trenggalek academic year 2009/2010.

This suggests that learning by using cooperative learning model to motivate students to learn and improve learning outcomes. Similarly, students who use individual learning model also has an average significant study results. This can be explained that students receive individual guidance from the teacher so the teacher's attention is focused on the students.

In line with the cooperative learning model, where almost all of the material can be absorbed by the students, because students are directly involved in a given problem, when students learn, do chores and interpret them, so that more students master the material. The average difference between classroom learning model, cooperative learning model and individuals have significant differences, as shown by the average value of learning results obtained by each class, which by using cooperative learning model has an average value higher when compared with the use of individual learning model. Statistically this is indicated by the use values greater than $t > t$ table and the value of learning a second significant difference under 0:05.

In addition, the calculation by using analysis of variance 2 lines get value FA (F count to factors cooperative learning and learning model people) showed greater than *F table*, meaning that there is influence learning outcomes between cooperative learning and learning model individuals who applied to students of seventh grade on the subjects of Social Sciences in second grade junior high schools Pogalan Trenggalek and second grade junior high schools Gandusari Trenggalek in the academic year 2009/2010.

The result of this calculation indicates that the hypothesis can be accepted, where there are differences in learning outcomes Social Sciences seventh grade students at second grade junior high schools Pogalan Trenggalek and second grade junior high schools Gandusari Trenggalek academic year 2009/2010 between classes are taught using cooperative learning model and are taught using individual learning model.

Learning Outcomes Students with Learning Motivation Level High and Low Motivation

The motivation of the students in the learning process is probably different, where students have high motivation to learn and others have a low learning motivation, differences in the motivation of these students provides its own influence on learning outcomes of students of Social Sciences. This is also shown by the different test average, in which the achievements of both (students with high motivation and students with low motivation) with the learning method is different, the cooperative learning model obtained significantly different results between students who have high motivation and low indicated with the value of $t > t \text{ table}$ as well as the significance value less than 0.05, whereas the individual learning model shows the value $t < t \text{ table}$, it means that there was significant difference in student learning outcomes that have a high motivation to the students who have low motivation.

In addition, by using analysis of variance 2 lines get value FB (F count to the level of student motivation high and motivation is low) showed that the FB is greater than *F table*, so it gives the sense that there is influence learning outcomes among students who have learning motivation high and students who have low motivation in seventh grade primary school on the subjects of Social Sciences in second grade junior high schools Pogalan Trenggalek and second grade junior high schools Gandusari Trenggalek academic year 2009/2010.

It gives the sense that the second hypothesis can be accepted, that there are differences in learning outcomes Social Sciences students of seventh grade primary school or second grade junior high schools Pogalan Trenggalek and second grade junior high schools Gandusari Trenggalek academic year 2009/2010 among the ones that have the motivation to learn is high and who have the motivation to learn low.

Interaction Model of Learning and Student Motivation Levels

Calculations using 2-way analysis of variance also used to determine the interaction between factor A (cooperative learning and individual learning model) by a factor B (students with high motivation and students with low motivation).

Based on calculations performed to determine the interaction between the two, cooperative learning model and the model of individual learning with

students who have learning motivation high and low learning motivation can be explained that there was no significant interaction between the learning model (model of individual learning and cooperative learning model) and motivation learning students towards learning results. This is indicated by the value of F arithmetic $< F$ table and significant level greater than 0.05 (5%), so it can be explained that there is no interaction between the learning method with the motivation of the students. It gives the sense that there is no interaction between cooperative learning model, a model of individual learning and learning motivation toward learning outcomes of seventh grade students on the subjects of Social Sciences in second grade junior high schools Pogalan Trenggalek and second grade high schools Gandusari Trenggalek academic year 2009/2010.

It explains that students with high learning motivation by using cooperative learning model of education outcomes of Social Sciences were high compared with the learning outcomes of students who have low motivation. Students with high learning motivation using individual learning model has the same learning outcomes with the learning outcomes of students who have low motivation.

CONCLUSION

Based on the above calculation, that learning by using cooperative learning model to motivate students to learn and improve learning outcomes. Similarly, students who use individual learning model also has an average significant study results. This can be explained that students receive individual guidance from the teacher so the teacher's attention is focused on the students.

This is in line with the opinion (Slavin, 1994) which states that the purpose of cooperative learning is creating a situation where individual success is determined or influenced by the success of the group (Slavin, 1994).

While Interaction Model of Learning and Student Motivation Levels based on calculations using analysis of variance 2 pathway is also used to determine the interaction between factor A (cooperative learning and individual learning model) by a factor B (students with high motivation and students with low motivation).

Based on calculations performed to determine the interaction between the two, cooperative learning model and the model of individual learning with students who have learning motivation high and low learning motivation can be explained that there was no significant interaction between the learning model (model of individual learning and cooperative learning model) and motivation learning students towards learning results. This is indicated by the value of F arithmetic $< F$ table and singifikansinya level greater than 0.05 (5%), so it can be explained that there is no interaction between the learning method with the motivation of the students.

This is not in line with the opinion of Usman, (1996: 29) states there is some way of motivating students: a. Competition (competition). Teachers try to create competition among students to improve academic achievement, trying to improve the results achieved previously and overcome the achievements of others. b. Pace making (create a temporary destination or close). At the beginning of teaching and learning activities, teachers should first convey to pupils or students what basic competencies to be achieved so that students strive to achieve the basic

competencies. c. Clear goals. Motif encourage individuals to achieve goals. The more clearly the purpose, the greater the value of interest for the individuals concerned and the greater the motivation to perform an act. d. Perfection for success. Success can lead to a sense of satisfaction, pleasure and confidence in yourself, while failure will bring the opposite effect. Thus many teachers should provide opportunities for children to achieve success with their own business, but of course with the guidance of teachers. e. Great interest. Motif would arise if people have a great interest. f. Conducted an assessment or test. In general, all students want to study in order to obtain a good value. This is evident in the fact that many students do not learn when there is no repetition. However, when the teacher said that the day after tomorrow will be held oral repetition, then the students to study hard in order to get a good value. So the number or value that is a strong motivation for students.

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