

Plagiarism Scan Report

Summary

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. 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 Ho is accepted and H1 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, individual, learning motivation, learning outcomes

INTRODUCTION

In recent years, studies on cooperative learning have been rife discussed, one type of student-centered approach has emerged in the international community among researchers (Slavin, 2011).

A series of studies have found an association between higher cognitive and affective outcomes, from the approach to cooperative learning (Johnson & Johnson, 2005; Tran & Lewis, 2012a; Tran & Lewis, 2012b). In the setting of education in Indonesia that lecture-based teaching, one of the traditional approach most commonly used while the instructional approach (Harman & Nguyen, 2010). Compared with cooperative learning techniques, this study has been reported to be less effective with the demands of the high level of cognitive and affective outcomes (Slavin, 2011). lecture-based teaching In order to improve cognitive outcomes of students, alternatives to be part of cooperative learning (Tran & Lewis, 2012a & b). This approach has been reported to improve student achievement and retention of their knowledge (Johnson & Johnson, 2009).

Jolliffe (2007: 3) states that Cooperative learning is a teaching that emphasizes the collaborative efforts of students in small groups to support each other in order to improve their own learning and others. Terwel (Gillies & Ashman, 2003: 54) states that the cooperative learning are designed and implemented to develop social strategies and social attitudes that can be accepted by the students.

Felder and Brent offer the following definition for CL: "The term cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project" (2007, p. 34). Therefore, cooperative learning implies the organization of group work in the classroom in order to achieve academic, affective and social goals at the same time. It also promotes the development of both social and thinking skills.

Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly defines motivation as "an attribute that drives us to do or not do something" (p. 106). Intrinsic motivation is motivation that is driven by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observed, "intrinsic motivation to energize and sustain the activity through the satisfaction of spontaneous inherent in the act of will be effective. This is manifested in behaviors such as play, exploration, and the challenge of looking that people often do for external rewards" (p. 658), Researchers often contrasted with extrinsic motivation intrinsic motivation, the motivation governed by the contingencies of reinforcement. Traditionally, educators consider the intrinsic motivation to be more desirable and produce better learning outcomes than extrinsic motivation (Deci et al., 1999). Many researchers confirm the effectiveness of cooperative learning (Felder & Brent, 2007; Johnson, Johnson, Stanne, 2000). In this case, the results show that the Learning Together and Group Investigation Cooperation promotes higher achievement than competitive or individualistic efforts.

Therefore Van Wyk (2010) in his study seeks to improve the existing STAD practices and look into how the achievement scores associated with the practice of modified, selected as the fourth part of the study due to adopt different relative quantitative approach to the accumulated use of questionnaires. The latter is of Gillies (2004) in Australia who adopt triangulative method to investigate group differences STAD structured and unstructured.

Motivation to learn, motivation is an important quality that affect student success in learning and performance (Popovich & Wongwattananukit, 2000). Students are motivated to have extra energy to learn. low motivation and unstable causing minimal effort to learn. This affects the performance of students in class and achievement (Pintrich & Groot, 1990; Hamzah & Ismail, 2009; Thosalis & Nakkula, 2012).

Interaction within the group provides the possibility for students to adapt and accept different abilities and backgrounds of other students (Wyk, 2012). In addition, peer relationships are very important and can not be underestimated. Fellow drive to achieve better academic achievement is not only also foster student motivation but also make students ready for work, and concern for learning and improving thinking skills (Hamid, Zakaria, and Islam, 2012).

RESEARCH METHODS

Research design

This research uses experimental design methods to provide different treatment on two

groups of samples, her condition 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

1. 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 provide limits

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) second grade junior high schoolsPogalanTrenggalek 2) second grade junior high schoolsGandusariTrenggalek Psychology.

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