

# Plagiarism Scan Report

## Summary

Report Generated Date	01 Apr, 2018
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This study aims to determine and test the difference between learning outcomes and interaction between test results by using demonstration learning to the students who use cooperative learning, have high motivation to learning and have low motivation to learning. Data collection techniques used questionnaires and test method and the sampling technique using random sampling. While the data analysis used is a two-way variance analysis used normality and homogeneity before knowing the data of normal distribution and data homogeneity.

Based on calculations made that cooperative learning proved to give a positive influence and improve student learning outcomes.

Keywords: demonstration method, cooperative learning, motivation, learning

Currently the department of education and culture were tidying about teaching methods and learning at high school level. In addition, the motivation needs to be improved to encourage someone to do something, thus causing a change in the behavior of the student, where it is strongly associated with psychiatric and emotional. In relation to the above, the main point is that schools and education play a major role in relation to fostering the ability of students and students to understand the world as a change and the need for this capacity is underscored in the accelerated, postmodern and global world where the labor market is facing major changes, and where we face increasingly complex economic, climate and ethnic challenges. In this situation, it is very important that students and students learn to recognize and see their own possibilities for action and literally manipulate their world (Brinkmann & Bedsard, 2010). Such investigative action is required as well to change the current state or to stabilize everyday life in a new way. Let me make this more concrete. Based on the variety of opinions expressed about the motivation above, this suggests that in general the motivation comes from within the individual itself, be regarded as intrinsic motivation, and while the motivation in the form of stimulation, the driving force or the driving force that comes from outside, called with extrinsic motivation. Both forms of motivation are interrelated, meaning that intrinsic motivation will be more meaningful or meaningless unless reinforced by extrinsic motivation.

Results of learning can not be separated from the act of learning, because learning is a process, while learning achievement is the result of the learning process. For a student to learn is a liability. Success or failure of a student in education depends on the learning process experienced by these students.

This research uses experimental design methods to provide different treatment on two groups of samples, her condition homogeneous. One group of samples were treated in the form of learning methods of demonstration. Another group treated cooperative learning methods. 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.

At the end of the lesson or the end of the administration of treatment, each group both groups with learning demonstration methods and treatment methods of cooperative groups were given tests to determine learning outcomes. From the collection of test results of each group were then analyzed by Anova 2 lines.

The sample is a population that's less than the population. (Hadi, 1987, p.221). Noting in this study that the research sample was all students of class X, then a sample of this population is 160 students, which consists of two classes at each study site. In this study, the data collection methods used are: the questionnaire method, are a number of written questions and used to obtain information from respondents in terms of personal or reports about the things he knew. (Suharsimi Arikunto, 1989: p.124). Questionnaires were administered in the form of multiple choice closed, meaning questionnaire given to respondents provided alternative answers that respondents lived choose the answer among the answers that are given. These questionnaires method used to obtain data on students' motivation in class X public vocational secondary schools 1 and public vocational secondary schools 2 in the academic year 2009/2010

According to the table above can be explained that

1) The ratio FA (F-count on methods of learning) = 11.045 with a significance value smaller than  $\alpha < 0.05$  is 0.000, with DF1 = 1 and DF2 = 116 obtained value of F-table = 3.94 so that it can be explained that the F-count > F-table, meaning that there is influence between the learning outcomes of cooperative learning model and demonstration applied to the class X on the subjects of entrepreneurship in public vocational secondary schools 1 and public vocational secondary schools 2 Academic Year 2009/2010

2) Ratio FB (F-count on the level of student motivation) = 51.907, with significant value smaller than  $\alpha < 0.05$  is 0.001, with DF1 = 1 and DF2 = 116 obtained value of F-table = 3.94 so that it can be explained that F-count > F-table, meaning that there is influence learning outcomes among students who have learning high motivation and students who have low motivation in class X on the subjects of entrepreneurship public vocational secondary schools and public vocational secondary schools 2 Academic Year 2009/2010.

3) The value of the significance of the interaction between factor A (Method of cooperative learning and demonstration) and factor B (students' motivation high and low learning motivation) obtained calculated F value of 6.736 with a significant level of 0.011, a comparison with the F table and significant level  $\alpha = 0.05$ , ( $6.736 > 3.94$ ), so it can be explained that the factor A (cooperative learning methods and demonstrations) and factor B (learning motivation high and low learning motivation) has an influence on the result of learning on the subjects of entrepreneurship. This means that there is an interaction between cooperative learning methods, demonstration and motivation to learn the results of class X student on the subjects of entrepreneurship in public vocational secondary schools 1 and public vocational secondary schools 2 Academic Year 2009/2010