

Plagiarism Scan Report

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ABSTRACT

The purpose of this study is to know the results of different studies and the significant interaction between student learning outcomes that use cooperative learning and directed learning as well as high motivation and low motivation. By using random sampling obtained data 160 samples. While the data analysis technique is a two-way variance of the analysis by means of questionnaires and test methods.

Based on the results of calculations and tests conducted on each class can be explained that there are differences in research results between the two models of learning, but there is no interaction between learning methods and motivation to learn, meaning cooperative learning proved effective to improve student learning outcomes.

Keywords: Cooperative Learning, Learning Direct, motivation to learn, study findings

INTRODUCTION

Cooperative learning is a form of learning approaches in which there is a process of togetherness. Kagan (2001) placed the cooperative learning among "the strongest of all methods to improve student achievement .He confirmed" students learn best when it can encourage and teach each other. "(P31)

Kagan (2010) defines cooperative learning as "teaching setting that refers to, small heterogeneous groups of students work together to reach a common goal of students work together to learn and be responsible for the team 's learning as well as their own" (p 0.85) . Kagan cooperative learning models, based on the concept and use of "structure" is an innovative approach to instructions .This class structures such as "numbered heads together"

Selection of the learning model used by teachers strongly influenced by the nature of the material to be taught, is also influenced by the goals to be achieved in the teaching and the level of ability of learners. At the same each learning model always has stages (syntax) conducted by students with the guidance of teachers. Between syntax with each other have different syntax.

Population and Sample Research

Winarsunu (2002: 12) says that the population is all individuals are intended to be studied,

and which will be subject to generalization. Hadi provide limits on the study population is a population or an individual who at least has the same properties (1987: 220).

RESULTS

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. This study was conducted at two different locations, public junior high school 4 and public junior high school 5 academic year 2009/2010.

DISCUSSION

Differences in Learning Outcomes Using cooperative learning and direct learning model Based on the calculation and the results of tests conducted on each class can be explained that the learning outcomes Indonesian Seventh Grade Students in public junior high school 4 and public junior high school 5 academic year 2009/2010, at the beginning of learning have the same ability, where the mean average results of the same study. After treatment with the use of cooperative learning and direct instructional model there is a difference in student learning outcomes, which is quite significantly different, it means an increase learning outcomes Indonesian students of class VII in public junior high school 4 and public junior high school 5 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 direct instructional model also has an average significant study results. This can be explained that students receive guidance directly from the teacher so the teacher's attention is focused on the students.

While the cooperative learning model, most 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 the class of cooperative learning model with direct instructional model has 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 compared to the value that using direct learning model. Statistically this is indicated by the value of t is greater 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 F_A (F count to factors cooperative learning and direct instructional model) showed greater than F table, meaning that there is influence learning outcomes between cooperative learning and direct instructional model as applied to student class VII in Indonesian subjects in public junior high school and public junior high school 5 academic year 2009/2010.

Based on the above can be explained that this shows the hypothesis can be accepted, where there are differences in learning outcomes Indonesian seventh grade students at public junior high school 4 and public junior high school 5 academic year 2009/2010 between classes are taught using cooperative learning model and the taught using direct learning model.

Differences Learning Outcomes Students Who Have Learning Motivation Motivation High and Low 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 Indonesian students. 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 $t > t$ table as well as the significance value less than 0.05, as well as on the direct instructional model shows the value t count $> t$ table, so it can be explained there are significant differences of class VII student learning outcomes in subjects Indonesian who has high motivation with students who have low motivation.