Plagiarism Scan Report

Content Checked For Plagiarism:

The purpose of this research is to know the difference and result of interaction study of PAIKEM and conventional method and for students who have high learning motivation and have low learning motivation.

This study used experimental design method by giving different treatment to two sample groups. Then each group was divided into two, namely control group and experiment group with high motivation and control group and experiment with low motivation.
Based on the results of the analysis there is an interaction between conventional learning and PAIKEM, for classes that can be learned with PAIKEM and classes studied by conventional learning
PAIKEM stands for Active, Innovative, Creative, Effective, and Exciting in Learning. Active is meant that in the learning process the teacher must create an atmosphere in such a way that the students actively to ask, question, and put forward the idea. Innovative learning can adapt from a fun learning model.
Active learning instructional strategies include a wide range of activities that share the common element of —involving students in doing things and thinking about the things they are doing (Bonwell & Eison, 1991).

Questions about early research but often cited in this area. Their criticism, however, does not challenge the consistent findings of recent research which suggests that when compared to traditional 50-minutes classroom lectures, ‖ interactive lectures produce superior educational outcomes.
Some studies, Students reject the non-lecture approach - Students reject the non-lecture approach because active learning alternatives provide sharp contrast to the very familiar passive listening role in which they are accustomed. With explicit instructions on how to actively participate and learn in a less traditional fashion, students immediately love the new approach. Good text titled "Helping Students Learn in Student-Centered
The fact that is happening today in State Elementary School 2 and 3 Cakul is the lack of common understanding of the lesson plan. So this causes the teachers in these two schools to run separately.
Furthermore, the Ministry of National Education explained that PAIKEM is very beneficial for children.
Research design
This research used experimental design method by giving different treatment to two sample groups, homogeneous conditioned. One of the sample groups was treated in the form of learning PAIKEM model, while the other group is treated with conventional model of

learning. Then each group was split into two groups, namely control group and experiment group with high motivation and control group and experiment with low motivation, while population and sample in this research are two public elementary schools that is Elementary School 2 & 3

Data Collection Method.
In this study data collection methods used are: 1) using the questionnaire and 2) Test Method.
Data Analysis Technique.
Data analysis used in this research is by using technique of variance analysis of two path, which preceded by prerequisite test, that is normality and homogeneity.

Results
The results of this study will be explained about the findings in the field at the time researchers conduct research activities. Research conducted at two different research sites, namely State Elementary School 2 & 3

Discussion
Effect of using PAIKEM model, conventional learning model to student learning result
Based on the results of calculations and test results conducted on each class can be explained that the results of learning Mathematics Students Class V at State Elementary School 2 & 3
, at the beginning of learning have the same ability, the average learning result are the same. After the treatment using PAIKEM method there are differences in learning result are significantly different, there is an increase in learning result of Mathematics subject
It provides an illustration that learning by using PAIKEM can encourage students to learn and improve learning result. Furthermore, students who are still using conventional learning models do not have a significant average on learning result, either before learning or after learning. It can be explained that little material can be absorbed in conventional learning, unlike PAIKEM, where almost all material can be absorbed by students, because students are directly involved in the problems given, as students learn, do the tasks and interpret them where students feel happy the learning process, so that students more master the material.

The results of this calculation indicate that the proposed hypothesis is acceptable, where there is a difference in the result of learning of Mathematics of Grade V students at State Elementary School 2 & 3 between those taught using PAIKEM and taught using conventional learning model.
Differences in Student Learning Outcomes with High Learning Motivation Level and Low Motivation Level
The motivation of the students in the learning process is very likely different, where the students have high achievement motivation and some have low achievement motivation, motivation difference owned by this student gives its own influence on the learning result of student mathematics. This is also indicated by descriptive of B_ Factor and the mean difference test, where the learning outcomes of both (students with high motivation and low motivation students) with different learning models, namely PAIKEM and conventional obtained different results between students who have high motivation
In addition, based on the calculation using 2-way variance analysis obtained FB-value (F-arithmetic for high student motivation and low student motivation) obtained the result that the FB is larger F-table, thus giving meaning that there are differences in learning outcomes between students

This shows that the second hypothesis is acceptable; it means that there is a difference of learning result of Math class V students at State Elementary School 2 & 3 between those who have high learning motivation and who have low learning motivation.

Based on the above description can be explained that students with high motivation using PAIKEM method has high learning outcomes mathematics compared with the results of students who have low motivation. Students with high motivation using conventional learning method have high achievement compared with low motivated student achievement. Further explained that with the use of appropriate learning methods (in this case PAIKEM method) and high learning motivation owned by students will improve student learning result.

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