

COMPARISON OF LEARNING MODEL PARTNERS WITH SELF ON INDONESIAN LANGUAGE AND LITERATURE IN SD POKJAR PANGKEP SEMESTER II

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Abstract: The main problem in this research is the low of student learning outcomes on the subjects of PDGK4109 / Indonesian Language and Literature in SD. This study aims to determine student learning outcomes by using paired models and independent models. This study also aims to see whether there are differences in learning outcomes between paired models and independent models, as well as to find out how if both models are applied interchangeably in the implementation of the tutorial. The research method used is descriptive comparative with the research sample is the second semester student PGSD pokjar Pangkep on subjects PDGK4109 / Indonesian Language and Literature in elementary school. The results showed that there were significant differences between paired model and independent model, only 28% of the students who got the score in good category while in the paired learning 40% of the students who got the value in good category. What is interesting in this study is that if these two models of learning are applied interchangeably, the students' learning outcome is 28% in very good category and 24% in good category. These results indicate that paired models and independent models when applied interchangeably in the execution of tutorials will result in better learning outcomes.

Keywords: Paired model learning, independent model, learning outcomes.

1. INTRODUCTION

The development of science and technology and the implementation of teaching and learning process is very complex. This is supported by three learning components in the teaching and learning process, namely lecturers or mentors, students, and educational facilities. These three components have an important role in improving the quality of education so it should get more specific attention. Educators and learners should be considered especially in terms of needs and facilities in order to support the maximum teaching and learning process. Educators as a major component in education need to be more creative and innovative as a form of efforts to improve the quality of education. One form of creativity of teachers, lecturers and tutors is to apply various approaches, methods, or learning models in each teaching and learning process and then perform analysis to determine the shortcomings and advantages of each approach, method, or model used.

Therefore, the goal of education lies in the process of teaching and learning involving educators and learners, because the teaching-learning process is the spearhead of an education system. Learning to teach is a system that includes several components In addition to teachers as the most important component. One of the most influential components of the teaching-learning process is the teaching method. According to Shah (2004: 201) that teaching methods is a way that contains the standard procedure to carry out educational activities, especially the presentation of subject matter to students. Some teaching methods that are often used in teaching and learning process are lecture, question, discussion, demonstration, practice, task, problem solving, and so on. A method is usually varied with other methods for non monotonous learning such as lecture, question and answer methods and practice.

Based on the results of observations the authors show that there is a decrease in student motivation is clearly visible when doing tutorials that increasingly day attendance of students is also reduced also the activity in the tutorial room is also reduced. So that the learning achievement also decreased.

The value obtained by students in the course of PDGK4109 / Indonesian Language and Literature in SD is not maximal yet. If we look at the available data, students who get A, B and C value from registration period 20131 to 20152 only 53%, students who get good grade, while the value of less or D as much as 37% and 10% other students get the value E or not graduate in this course. This condition occurs, according to the observation of the researcher one of the causes is because the learning method applied by the tutor is less interesting, monotonous and less varied, so the emergence of boredom of some students, the lesson tends to be monotonous, so the students are less motivated to study the course.

One way to overcome this by using a variety of learning strategies, such as cooperative or paired learning that involves two people in one group. Paired learning is part of learning that focuses on the cooperation between students conducted by groups that are self-built by group members although the task / problem comes from the lecturer or tutor (Mulyawan, 2006).

As with independent learning by learners where they can freely determine their learning objectives, their learning direction, plan their learning process, and learning strategies, use their chosen learning resources, make academic decisions, and undertake activities to achieve learning objectives (Brookfield, 1984).

Based on the problems described above, the researchers are interested to compare cooperative learning in pairs with independent learning methods of student learning outcomes in the second semester on courses PDGK4109 / Indonesian Language and Literature in elementary. The title of the research is "Comparative Study Application of Paired Learning Model With Independent Learning Model On Student Learning Outcomes In Pokjar Pangkep".

The purpose of this study is as follows:

1. To know the results of student learning in the Indonesian Language and Literature courses in elementary school that follow the tutorial with a paired learning model?
2. To find out the results of student learning in Indonesian Language and Literature in elementary school that follow the tutorial with independent learning model?
3. To know the difference of student learning outcomes in Indonesian Language and Literature in elementary school which follow the tutorial of paired learning model with independent learning model.
4. To find out the results of student learning on the subject PDGK4109 / Indonesian Language and Literature in elementary school that follows the tutorial model of learning in pairs with independent learning model

2. RESEARCH METHODS

This type of research is a comparative study, namely Comparison between two samples of mutual release. Arikunto (1998) says that in comparative research can find similarities and differences about things, about people, work procedures, ideas, critiques of people, groups, of an idea or work procedure. It can also compare the similarity of views and changes of the views of people, groups or countries, to cases, to people, events or to ideas. This study measures whether there are differences in student learning outcomes using a paired learning model and independent model learning. The subjects of this research are all Pangkep pokjat consisting of three pokjar given treatment by using paired learning model, independent learning model with self-learning model and paired.

This research was conducted in Pangkep semester II, starting from April to finish. Population is the subject of research. The population in this study were all PGSD students in the second semester at Pangkep pokjar consisting of three pokjar with a total of 75 people. Each pokjar is 25 people. The sample is taken by the total population, which is three pokjar totaling 75 people. Each pokjar will be given paired model learning, independent model learning and self-directed model learning and pairs on the implementation of the tutorial. Then at the end of each tutorial will be given a multiple choice form test to find out the differences in learning outcomes achieved by students after the paired model of learning, independent models and independent models and pairs.

Data collection techniques are methods or methods used to obtain the data needed for a study. In this research, the data collection technique used is test and questionnaire.

The definition of operational variables are as follows:

1. Paired learning model is a way of presenting the material in pairs form. Each couple does a question and answer with their partner and the tutor provides guidance or input.
2. Independent learning model is the learning process undertaken by students independently determine the learning objectives, using the learning resources chosen, making academic decisions to achieve learning objectives. While the tutor or tutor on the implementation of the model of independent learning acts as a facilitator that helps students in the problem and seeks to find an alternative problem solving faced and as a friend that put himself together with students who expect added value in his life (Rusman, 2011).
3. Learning outcomes are trying to gain intelligence or knowledge, practice, change of behavior or responses caused by experience of results learn. Concretely the result of learning is seen to the value obtained by the students after following the Final Exam Semester (UAS).

Data to be obtained in this research is ordinal data. According to Hartono (2009: 4) that ordinal data is statistical data sorted from the lowest level to the highest level or vice versa from the highest level to the lowest level, and in the form of category or classification.

3. RESEARCH RESULT

The selection of the right learning model in the lecture is one important factor that supports the achievement of the process, outcomes, and objectives of a learning. Independent and paired learning model, these two models have different characters so that their application in learning is also different and this will affect the success. Each learning model has its own disadvantages and advantages including self-directed and paired learning also has flaws and advantages.

Based on the results of the analysis of responses and student learning outcomes show that the tutorial model of paired learning is better than the independent learning model. The analysis of respondents' results to Pangkep 1, Pangkep 2, and Pangkep 3 students showed that the usefulness of the tutorials of paired learning model is better than the self-learning model tutorial. This is seen in the response result of Pangkep 1, 21 people (84%) responded well, 4 people (16%) enough. Pangkep 2 pairs, 22 people (88%) responded well to paired models and 3 people (12%) responded adequately. While Pangkep 3, 23 people (92%) responded both independent and paired models, 2 people (8%) who responded adequately. This happens because there is interaction and cooperation that exists between one student with his partner. Ibrahim (2000: 65) suggests that learning in groups is better than individual learning. The reason, by studying in groups, the possibility to find more learning resources, the process of work becomes easier, and the atmosphere of intimacy will be intertwined so indirectly students will feel happy and at ease to learn because it is very small possibility of difficulty to be found.

The same opinion expressed by Kunandar, (2009: 367) states that "the type of think pair share has the advantage of" being able to change the assumption that recitation and discussion methods need to be implemented in the overall classroom setting ". And according to Buchari (2009: 91) states that "the procedure used in think pair share can give students more time to think, to respond and help each other.

Excess pairing does not mean have no weaknesses. Because every model of learning there are advantages and disadvantages. Because self-study also has the advantages and benefits that Rusman (2011) has found in self-study, it has the benefit of sharpening multiple intelligences, sharpening analysis, fostering responsibility, developing mental endurance, improving skills, solving problems, and making decisions. While the weakness of the learner should be able to plan the learning activities well and thoroughly, including a wide range of tasks that can be selected to be done by learners.

The advantages and disadvantages of each learning model can be seen from the results of UAS achievement of each pokar in the subjects of Indonesian language and literature SD, namely pangkar Pangkep 1, 7 people (28%) get B value, 16 people (64%) get the value of C, and 2 people (8%) get D value. In Pangkep 2, 10 people (40%) get B value, 9 people (36%) get C value, 5 person (20%) get D value, and 1 person (4%) get E. While Pangkep 3 , 7 people (28%) scored A, 6 people (24%) scored B, 11 people (44%) scored C, and 1 person (4%) got D. The results of this recapitulation indicated that the more useful implementation standalone model tutorials and paired models when executed in turns from the execution of tutorials are monotonous or do not vary. This is seen in the results achieved pokjar 3 Pangkep. Thus, if implemented alternately, the results may be better because both models are complementary.

The opinions of experts on the advantages and disadvantages of each model of learning then it is very important role of learner implementers including tutors as a supervisor for students to skillfully address, plan, and implement the learning well. So the difference that each learning model has is not as a comparison in deficiency but complementary among other models.

Comparative research on cooperative learning on has been done by many previous researchers who generally compare the application of one method with other methods in learning. Among the research conducted by Hastuti with the title "Comparison of Learning Model Numbering Grouping with Paired Students Learning Outcomes Biology Class X Students SMA Negeri 1 Mallusetasi Kab. Barru "results of the study concluded that the results of studying Class X biology by using the model of group numbering learning obtained the value of a maximum value of 92, an average value of 85, and standard deviation 4,099. While class X which uses paired learning model maximum value 90, average value 70, standard deviation 4,321. The result can be concluded that the use of learning model of grouping of the results achieved by the students is better than using paired model. Another study, Farida in his thesis entitled "Comparison of Paired and Independent Learning Model Viewed from Speech Skills of Class IX SMPN 1 Sinoa Kabupaten Bantaeng" The results of this study concluded that learning outcomes in the form of students' speaking skill test in the experimental class (pairs) is better than control class (standalone). The number of students who were declared complete (obtaining the value of learning result is equal to or greater than KKM 75) in the larger experimental class is 8 people (32%) from the control class which only 6 people (24%). The result is still far from the classical thoroughness that is 80%.

4. CONCLUSION

1. The result of the learning achieved by the students applying the independent model tutorial on the Indonesian language and literature courses of SD ie pokjar pangkep 1 with UAS value, 7 people (28%) get B value, 16 people (64%) get C, and 2 people (8%) get D value.
2. The learning achievement of the students applying the paired model tutorial on the Indonesian language and literature courses of SD ie pokjar Pangkep 2 with UAS value, 10 people (40%) get B value, 9 people (36%) get the value of C, 5 people (20%) get D value, and 1 person (4%) get E value.
3. The learning achievement of the students applying the independent model tutorial and paired model in the Indonesian language and literature courses SD that is Pangkep 3 pokar with UAS value, 7 people (28%) get A value, 6 people (24%) get B , 11 people (44%) scored C, and 1 person (4%) got D value.
4. The application of each model has its own characters, advantages, and weaknesses. But can complement each other if there is creativity, innovative and good planning so that will produce good learning as well.

From the results of this study, suggestions as follow-up of the implementation of the tutorial are:

1. As an effort to improve student learning outcomes, tutors need to motivate students in learning, more creative and innovative use of learning models, and provide support on the importance of working together in learning.
2. Paired and independent learning model can be used alternately as an alternative in the process of execution of tutorials to improve student achievement and learning activities.
3. To the next researcher, it is expected to conduct similar research with different techniques as an effort to find more effective learning in the execution of tutorial, build creative mindset and attract students to explore their potential in learning.

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