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COOPERATIVE LEARNING TYPE TEAM ASSISTED INDIVIDUALIZED (TAI) BASED ON ABILITY TO BEGINNING OF STUDENTS IN IMPLEMENTATION STRATEGY FOR SOCIAL SCIENCE LEARNING IN CLASS VII SEKAMPUNG JUNIOR HIGH SCHOOL , LAMPUNG

Elan Artono Nurdin[1],FahmiArif Kurnianto[2] ,Bejo Apriyanto[3] ,FahrudiAhwan Ikhsan[4]
[1,2,3,4]Department of Geography Education, University of Jember, Indonesia
e-mail[*]:elan.fkip@unej.ac.id

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ABSTRACT

Purpose of this study was to test a model of cooperative team assisted individualizd (TAI) in terms of the initial capabilities junior high school students. The subjects were students of class VII SMP Negeri Sekampung Lampung Province. This study is a quasi-experimental study*(quasi-experimental)*design *Non-Equivalent Control Group*Design.Learning achievement assessment instruments using essay test. The result of such assessment data is analyzed using*t-test* with *SPSS16.0 for Windows.*The results showed no significant difference model of cooperative team assisted individualizd (TAI) and conventional models in terms of the ability of junior high school students beginning in the implementation of learning strategies IPS. Based on the difference between *pretest* and *post-test* showed that the average value *gainscore* experimental class (45.63) was higher than in the control group (30.02). The results of analysis of test data using *independent sample t test* showed that the model of cooperative team assisted individualizd (TAI) obtainedvalue *probability(p-level)* of less than 0.05 is the sig 0.00.

Keywords: *TAI models*, Capability Earlier, Student achievement

INTRODUCTION

Education is one very important factor in improving the quality of Human Resources (HR) in the context of national development. Because the world of education today's world is already experiencing global challenges along with the progress of science and technology. To face the global challenges, education in Indonesia who in particular should be encouraged to make innovations that are relevant for the challenges of the future. The Government seeks to improve the quality of national education is one of them by preparing curriculum appropriate to today's global challenges. Therefore, we need a curriculum that can produce human resources capable of thinking, acting responsive, proactive, and adaptable to change.

Currently, Indonesia has been using Curriculum 2013. One important requirement in the implementation is the reform of learning. The teaching reform aims to improve student learning to be more creative, kriitis, and thoughtful towards the better.

Selection of a learning model must have considerations for example, the subject matter, the level of development of the initial capabilities of students who see cognitive and means or facilities provided, so that the learning objectives have been set can be achieved. Students' ability to be under consideration in the learning process.

Each student has the ability to learn different. Ability to describe the beginning of a student's readiness to absorb the lessons that have been submitted by the teacher during a lesson. Initial ability of students is the ability possessed by the students before attending lessons will be given.

At the time of preliminary observations in SMP Negeri 1Sekampung, Teacher social studies class VII have not applied learning models to explore and develop an active student involvement in the learning process. Learning process where the teacher is still centered on the delivery of content is dominated by the teacher. Master control active, while students passively so that the learning process is less involved role of students. Teachers know students' initial ability of the input value when registering at SMP Negeri 1 Sekampung set minimum limits on new admissions at 37.90. The amount obtained from a total of three subjects you uploaded right with an average value of 7.21.

This shows that students have a high initial ability. So teachers need to keep the students' initial ability remains high. Teachers can mene-rapkan learning model that has a variation in learning activities.

Team Assisted Individualization (TAI) is one model of cooperative learning that can be applied to the cooperative model curriculum TAI 2013. Implementation of these students made into small groups in class heterogeneous and consists of 4 to 5 students in each group as well as the provision of assistance individual for students who need it. It has been described by Slavin (2011: 187) is to adapt teaching to individual differences regarding the ability of students and student achievement.

Characteristic of cooperative learning TAI according to Slavin (2011: 187) is a cooperative model can be translated as a model TAI assisted group individually or in groups where there is an assistant that helps individually. TAI type of cooperative models emphasize the guidance of individuals in the group. Students who acts as an assistant in the group will provide guidance on a peer group that is not yet understood. With the help of peers in a group that acts as an assistant will help other group members in the learning process.

The need to use cooperative learning model Team Assisted Individualization (TAI) is after applying this model is of course that there are variations in the model in order to complete learn student learning can be achieved as indicated by the acquisition value of student achievement. In TAI type of cooperative learning model there is no competition between students for students to work together to solve problems in addressing the different ways of thinking so that students not only expect but the teachers help students become motivated to learn fast and accurate in all material. Thus the teacher will be easier in the provision of individual assistance. The purpose of this study was to know the differences mean achievement social studies using model type TAI on students in terms of students' abilities.

METHODS

The method used in this study is quasi-experimental (Quasi Experiment). During the learning activities in this study applied rotation learning model, so that all research subjects in both the experimental and control classes receive all the same treatment under the assumption that all of the research subjects are the same (Sudjana, 2010: 47).

This study uses the population of access, that is, people or objects that can be encountered when determining the number of population-sarkan berda existing situation (Sukardi, 2008: 54). Population access in this study were all students of class VII SMPN 1 Sekampung TP. 2017-2018. The research sample consisted of the experimental class

and control class. The sample selection using purposive random sampling technique. VII1 class assigned as an experimental class and class VII2 as the control class.

Data collection techniques using test techniques. The test is given twice during the study, ie before learning activities (pre-test) performed at the first meeting, and tests after learning activities (post-test) were carried out at the last meeting. Before the test was given on the subject of research, tests tested to class VII SMP Negeri 1 Sekampung the sections of the population, but not the subject of research. Tests are given at trial is shaped formative test consist of 40 multiple choice items with four alternative answers. Trial instrument tests are performed to determine the validity and reliability of the test instrument. Test results test instruments known to have 30 items that valid and will be used to research subjects and the reliability test of 0.7630 is high.

Before testing hypotheses against the data mean achievement social studies students will first be tested for normality and homogeneity. The second test is performed to determine the normality of the data and parity data from two variants of the class. Hypothesis testing is done by the two calculations, which use two-way analysis of variance and t-test. The software used to process the research data was SPSS version 16.0 for Windows

RESULTS AND DISCUSSION

1. Results

The data obtained after the research activities carried out during four meetings consist of two data, that students' initial capability data obtained through the pre-test and social studies student achievement data obtained through post-test. The number of items given as a pre-test and post-test are as many as 30 items with the four alternative answers.

Obtaining pre-test score in the experimental class finds that there are 20 students who have a high initial ability and 15 students who have a lower initial ability. Social studies student achievement data be known after the post-test was given at the last meeting. Data pres-tation of social studies students in the experimental class using cooperative learning model can be known TAI minimum value of 16, the maximum value of 28, the number of 574, an average of 21.47, and a standard deviation of 2.508.

Testing the second hypothesis using paired sample t-test with SPSS version 16.0 for windows is known there are differences in the average value of students' learning achievement IPS model TAI type on students who have a high initial ability. Average student learning achievement IPS treated TAI type of cooperative models is 27.0334 and the average achievement of students social studies treated with the conventional model is 20.1110 to the difference between the two is 2.2223.

Average social studies achievement of high ability students beginning to use the cooperative model type TAI higher than average ability students' learning achievement IPS same initial applying conventional models. Students who have a high initial ability when treated with TAI type of cooperative models more quickly understand the subject matter presented teachers, and active during the learning activities for his role as assistant to the group. So when given a post-test students can answer every item with a maximum.

While in the control class mengguanakan conventional models less than the maximum because of the delay provided by the teacher for students to answer the per-tanyan in the early stages of learning too long. During the lesson, the students capable of high initial lack of enthusiasm in group activities. However, each group pairs nonetheless completed the assignment of teachers in student activity sheet.

When given a post-test at the end of the application of the conventional model, students with high initial capability does not answer every item with a maximum. So the final result of students obtaining post-test mean value is smaller than the students with the same initial capabilities in the application of TAI type of cooperative models. Based on the difference between the average achievement of students social studies, the mean differences in students' learning achievement IPS mumble-pared with high initial treated TAI type of cooperative models with conventional models.

Differences between the mean achievement of social studies students who use the cooperative model type TAI and conventional model on students with prior knowledge of high can also be seen from the results of calculations using paired sample t-test with SPSS 18.0 For Windows, the values obtained signi-fikansi (2-tailed) of 0.00 is smaller than 0.015 (0.00 <0.015). Use of the test significance level of 0.015 indicates two parties have rejected H0 at the 5% significance level and opportunities for errors that may occur also at 0.05. Then the conclusions drawn have keper-cayaan level of 95%, which means that H1 is accepted, meaning that there are differences between the mean

achievement of social studies students treated TAI type of cooperative models with conventional models to the students who have high initial ability.

Testing of the third hypothesis using a paired samples t-test with SPSS version 16.0 for windows is known there are differences in the average value of social studies student achievement using TAI type of cooperative models and conventional models to the students who had lower initial ability. Social studies achievement mean lower initial ability students who use the cooperative model type TAI is 17.6433 and the average achievement of social studies students with lower initial ability that uses the conventional model is 25.1111 to the difference between the two types of models is 1.1457.

2. Discussion

On the implementation of the learning activities in each experimental group treated with cooperative model type TAI, the teacher pointed to one capable students beginning high as an instructor in the group that would help his team-mates who have the skill level low baseline to understand the subject matter in an effort to accomplish a given task through the sheet student activities. Students with lower initial ability is difficult to equate thinking with high ability students beginning in understanding the subject matter, so that the student is passive and insecure during the learning activities (Sudjana, 2010: 39).

The last meeting, the teacher gives a second post-test in both experimental and control classes. Acquisition value of the post-test will be used as a social studies student achievement. Lower initial ability students when treated with TAI type of cooperative learning model is difficult to understand the subject matter and less motivated to complete the student activity sheet, so that when given a post-test, the values obtained are less satisfactory. Lower ability students by conventional models get a better value when given a post-test, this occurs because of the additional time provided by the teacher to express their ideas.

Differences between the mean achievement of social studies students also demonstrated by the acquisition of significant value (2-tailed) of 0.025 which is smaller than the significance level to test the two parties 0.000 <0.025, calculated using t-test samples turned away-sangan using SPSS version 16.0 for Windows. Opportunities errors that may occur in testing the hypothesis of 0.05 or level of confidence in the results-sarkan berda hypothesis testing was 95%. Based on the significant value of 0.000 <0.025 pointing to the effect that H1 is accepted, which means that there are differences

between the mean achievement of social studies students using cooperative learning model type TAI and conventional model on students with lower initial ability.

CONCLUSION

Given birth rate was 540 inhabitants, the average mortality is 446 people, average in-migration was 390 people, and the average outmigration is 175 people. Based on this it can be seen that the average number of births is more than the average number of deaths or F> M and the average number of in-migration is larger than the out-migration or IM> OM. Thus obtained models of population in this study is the M<F and positive migration, Naik (N).

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