

THE INFLUENCE OF STUDENT PERCEPTIONS ABOUT COOPERATIVE
LEARNING ON LEARNING MOTIVATION AND ACHIEVEMENT OF CLASS IV
STUDENTS AT SDN PACE III

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Abstract This study aims to determine 1) Knowing the effect of student perceptions of cooperative learning on the motivation of grade IV/a SDN Pace III This type of research is causal quantitative research. Determination of the research area is done by using a purposive sampling area technique. In this study, the method of determining respondents was saturated sampling. The method used by the author in collecting data in this study are 1) Observation (observation), 2) Interview (interview), and 3) Documentation. Pre-study includes testing research instruments both validity and reliability. While post-research is a test conducted to determine the results of research that will determine the acceptance or rejection of a research hypothesis.

From the results of this study, the authors can conclude that the results of the hypothesis test of students' perceptions of cooperative learning (jigsaw) significantly affect the learning achievement of grade IV/A students at SD Negeri Pace III, Silo District, Jember Regency in social studies subjects for the which can be seen from the results of the regression coefficient test where H_0 (regression coefficient is not significant) is rejected because the empirical t statistic > theoretical t statistic ($7.285 > 2.05$) and the probability of 0.000 is less than 0.05.

Keywords: cooperative learning, Learning Motivation.



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INTRODUCTION

In the world of education, the old paradigm regarding the teaching and learning process is based on the theory (or rather the assumption) of John Locke's tabula rasa, which says that a child's mind is like a white blank slate and is ready to wait for the teacher's scribbles. In other words, a child's brain is like an empty bottle ready to be filled with all the knowledge and wisdom of the teacher.

Demands in the world of education have changed a lot. We can no longer maintain the old paradigm. Theory, research and implementation of teaching and learning activities prove that teachers have had to change the teaching paradigm. We need to review learning practices in schools. The role that must be played by the world of education in preparing students to participate fully in social life in the 21st century will be very different from the traditional role that has been held by schools. One of the efforts that can be made to make it happen is to innovate in education. Among them is by applying certain learning methods that are being tested for their application, so that a form of learning can be determined that is adapted to the situation

The teacher as an educator is an actor, where every movement made is always the attention of his students. The teacher also plays a role in managing the class, so that learning is carried out effectively in achieving the expected goals. In addition, a teacher also has a role as a demonstrator in carrying out the learning process that is carried out, namely the teacher is used as a teaching tool, that is, if there is material that is difficult for students to understand, the teacher should try to help him, by demonstrating what is taught didactically, so that what the teacher want to be in line with the understanding of students. In line with the learning carried out by the teacher, of course students will see and pay attention and listen to what the teacher conveys, which of course triggers students to give an assessment of what the teacher has done in carrying out learning, where the student's assessment will become a perception captured by students through the senses

Perception is a process that is preceded by the process of driving, which is a process that is received by the stimulus by the individual through the senses or also called the sensory process (Walgito, 2010). Meanwhile, according to Haramaini (2012: 99) says perception in a narrow sense is vision, namely how a person sees something, while in a broad sense perception is how a person perceives and or interprets something. positive about something if it suits his needs. In addition, perception according to Marlioni (2010) can also be interpreted as the power of thought and individual understanding of stimuli that come from outside.

In the process of perception it is necessary to pay attention as a preparatory step in perception. This condition shows that individuals are not only exposed to one stimulus, but various kinds of stimuli that are caused by the circumstances around them. Which stimulus will be perceived or get a response from the individual depending on the attention of the individual concerned (Walgito, 2010)

Students' perceptions in learning activities, students assess the results and can respond to the learning provided by the teacher so that a feeling of pleasure will arise within the students themselves and can also cause new perceptions for students. Perception is very important in order to foster active communication between students and teachers so that they can increase learning activities in class. With the perception of a student being able to provide an assessment of certain objects directly, and with this perception the teacher can correct deficiencies in teaching (Hanafi, 2012).

In the world of education, the new paradigm is that in the teaching and learning process there is interaction between students and teachers. In a cooperative learning system". Students are given the opportunity to work with fellow students in structured tasks so that the teacher only acts as a facilitator. The teacher is not the only source of learning but the teacher is the key to success in influencing student motivation and

achievement. While other learning resources such as facilities, infrastructure and others as a support in influencing the success of student achievement.

(Cooperative learning is a group learning activity organized by a principle that learning must be based on socially changing information among learning groups in which each learner is responsible for his own learning and is encouraged to improve the learning of other members)

There are several important reasons why this teaching system needs to be used more often in schools. Along with the globalization process, social, economic and geographical transformations also occur, requiring schools or universities to better prepare students with new skills to be able to participate in a changing and rapidly developing world.

In fact, for teachers in this country the cooperative learning method is not too foreign and they have often used and known it as a work method. It is undeniable that many teachers have often assigned students to work in groups.

Motivation can be said to be a psychological condition that encourages someone to do something. In learning activities, motivation can be said to be the overall driving force within students that generates, guarantees continuity and provides direction for learning activities, so that it is hoped that existing goals can be achieved. 19 According to Mc. Donald, as quoted by Alimuddin, motivation is a change in energy within a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals. 20 According to Dimiyati and Mudjiono, as quoted by Yusuf Mappedasse stated, motivation is a mental impulse that moves and directs human behavior, including learning behavior

Student learning motivation is a driving force for students to study harder and excel at school. However, judging from the habits of students at home and at school, it is predicted that students who have high learning motivation are very different from students who have low learning motivation in terms of their academic success.

DEVELOPMENT METHOD

Research design

This research includes ex post facto research because researchers cannot test their hypotheses by placing subjects into two different conditions that allow direct manipulation of the independent variables. Kerlinger's post facto research (in Donald Ary et al. Translated by Arief Furchan, 1982) is a systematic empirical investigation in which scientists do not control independent variables directly. Because the embodiment of these variables basically cannot be manipulated.

Population

The population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that are applied by researchers to study and then draw conclusions (Sugiyono, 2017).

Population is a number of occupations or individuals who have at least one characteristic in common (Hadi, 1991).

While according to Nawawi (1987) states that: "Population is the entire research object consisting of humans, objects - objects, animals, plants - symptoms, test scores or events - events as a data source that has certain characteristics in a evaluation".

From this understanding it can be concluded that the population in this study are all the objects studied which have one characteristic in common. The population in this study were all 32 students of class IV/A at SDN PACE III.

Sample

According to Sugiono (2017) the sample is part of the number and characteristics possessed by the population.

The sampling technique used by the author is the Saturated Sampling technique where all existing populations, namely class IV/A at SDN PACE III, will be used as the sample for this study.

Data collection technique

To obtain data in a scientific research, one must have a method appropriate to the desired research variable. Data collection methods are techniques or methods that can be used by researchers to collect data. Method (method or technique) refers to a word that is abstract and is not embodied in objects, but can only be seen in its use through: questionnaires, interviews, observations, tests (tests), documentation and others. The methods used in this study were questionnaires, interviews and documentation, while the data collection instruments were tools that were selected and used by researchers in their collecting activities so that these activities became systematic and made easier by them. Interview as a data collection technique if you want to do a preliminary study to find problems that must be studied and if the researcher also wants to know things from respondents that are more in-depth and the number of respondents is small/small. This data collection technique is based on self-reports or at least on personal knowledge and or beliefs.

A questionnaire or questionnaire is a data collection technique that is carried out by giving a set of questions or written questions to respondents to answer (Sugiono, 2017). According to Suharsimi Arikunto (1999) "a questionnaire is a number of written questions that are used to obtain information from respondents in the sense of personal reports, or things that are known".

Questionnaire is a data collection tool in the form of a series of questions posed to respondents to get answers (Depdikbud: 1975). Questionnaire is a list or collection of written questions that must be answered in writing as well (WS. Winkel, 1987). Questionnaire is a data collection technique that is carried out by communicating with data sources (I. Djumhur, 1985).

Validity and Reliability

To maintain the validity and reliability of a data or questionnaire, it must use a good and correct data collection or collection method. For this reason, we used the Likert Scale method in collecting data from several questionnaires, with the reason that the questionnaire contains five levels of answers which are ordinal type scales, namely a, b, c, d, and e with values 1, 2, 3, 4, and 5 (Singgih Sanfoso, 2003).

Variables and Measurements

The variables in this study are:

1. X = is a variable from the results of the questionnaire/questionnaire assessment for students' perceptions of cooperative learning.

2. Y1 = is a variable from the results of the questionnaire/questionnaire assessment of Learning Motivation.

3. Y2 = is a variable from the results of the Learning Achievement assessment.

While the problem of measuring the values of these variables will be tested using the Regression Statistical Formula with two predictors with the help of a computer. And from this it will be known whether there is a relationship or not between variable X and variables Y1 and Y2.

Data analysis

After all the data has been collected to be able to conclude the results of the research above, it is necessary to analyze the data, therefore to prove the Alternative Hypothesis (H: A) requires statistical testing. While the statistic used is Regression Analysis with 2 Predictors, which is a parametric statistical technique used to test the linkage of 2 predictors (Y1 and Y2) with the criterion variable (X), the equation used is the regression equation, $X = a + b1Y1 + b2Y2$. analysis data using the SPSS program

RESULTS AND DISCUSSION

ANOVA analysis

Table 1 Results of ANOVA analysis

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	999.137	2	499.569	105.107	.000
Residual	128.329	27	4.753		
Total	1127.467	29			

a. Predictors: (Constant), Persepsi, Motivasi

b. Dependent Variable: Prestasi

Tabel 1 Koefisien (*Coefficients*)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.359	4.082		3.762	.001
MOTIVASI	.457	.150	.293	3.036	.005
PERSEPSI	.946	.130	.704	7.285	.000

a. Dependent Variable : PRESTASI

From the ANOVA test or F test, the empirical F is 105.107 with a significant level of 0.000. Because the probability (0.000) is less than 0.05, the regression model can be used to predict student achievement. Or it could be said, students' perceptions of cooperative learning (jigsaw) and learning motivation simultaneously influence student achievement. The results of the research briefly show that the jigsaw type cooperative learning model in learning is able to increase student motivation and learning outcomes learning is a process carried out by students to obtain better and earlier changes in behavior as a result of students' experiences in interacting with their environment. Student learning motivation includes dimensions, as cited by Keke T. Motivation is a

power or strength that arises from within students to provide readiness so that the goals that have been set are achieved.

The most important factor that determines whether students will be interested and motivated to learn is the teacher's own factor. Because the teacher as a facilitator must be able to choose and process teaching methods, strategies and motives that can increase interest and motivation to learn.

Motivation and the application of learning methods in learning can help many things including influencing student achievement. One such method is the cooperative method. This method is a method that uses a communicative approach in the form of small groups, consisting of 4-5 people in each group. The purpose of this study was to test whether there is an effect of cooperative learning methods and learning motivation on student achievement

Perception is a person's response, judgment, or view in looking at a thing, event or other person based on observation through the five senses of an event that occurs in their environment. Then the student's perception is the interpretation, assessment or opinion of students about an object that occurs around it. If a student has a good perception of an object then it will affect the attitude of students to like the object.

Because perception is an integrated activity within the individual, then what is within the individual will be active in the perception. Based on these results, perception can be put forward because feelings, thinking abilities, individual experiences are not the same, then in perceiving a stimulus, the results of perception may differ from one individual to another, so that perception is individual (Walgito, 2010).)

Students' perceptions of the learning model used by the teacher have an important impact on the formation of student learning creativity, because with learning creativity students can create new things in their learning either in the form of the ability to develop formation abilities obtained from the teacher in the teaching and learning process in the form of knowledge so that they can make combinations new to learning. So that the better the use of the learning model, the student's perception will be positive so that the better the student's learning creativity. Thus the teacher's pedagogical competence in using learning models supports student learning creativity, so it is hoped that students can learn creatively so that they become successful children and are able to handle and direct learning for themselves. Creating possibilities to solve problems that we are not able to foresee that will arise in the future

By using a good learning model, the students' perception of the learning model will also be good, so that if the student's perception is good, the student's learning motivation will also be good and increase, which in turn will be able to foster student learning creativity. Learning creativity is very important because with learning creativity students can create new things in their learning either in the form of the ability to develop formation abilities obtained from the teacher in the teaching and learning process in the form of knowledge so that they can make new combinations in their learning. Student perceptions about jigsaw cooperative learning can increase student learning motivation and student learning creativity. In line with this, it can be concluded that student perceptions about the learning model used by the teacher influence student learning motivation and creativity. So to be able to increase student learning creativity, teachers should use the right learning model and not be monotonous and by increasing student learning motivation. Therefore, if you want to increase student learning creativity, teachers can apply a model that can increase student perceptions and learning motivation so as to increase learning creativity

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of research and discussion, it can be concluded;

1. Students' perceptions of cooperative learning (jigsaw) have a significant effect on student achievement in class IV/A SD Negeri Pace III Silo District, Jember Regency in social studies subjects which can be seen from the results of the regression coefficient test where H_0 (regression coefficient is not significant) is rejected because empirical t statistics $>$ theoretical t statistics ($7.285 > 2.05$) and the probability of 0.000 is smaller than 0.05.
2. Learning motivation has a significant effect on student achievement in grade IV/A SD Negeri Pace III, Silo District, Jember Regency in social studies subjects which can be seen from the results of the regression coefficient test where H_0 (regression coefficient is not significant) is rejected because empirical statistics $>$ statistics theoretical t ($3.036 > 2.05$) and the probability of 0.005 is less than 0.05.
3. Students' perceptions of cooperative learning (jigsaw) and learning motivation collectively have a significant effect on student achievement in grade IV/A SD Negeri Pace III, Silo District, Jember Regency in social studies subjects which can be seen from the results of the ANOVA test or F test where the empirical F is 105.107 with a significant level of 0.000 less than 0.05

Suggestion

In connection with the results of this study, the following suggestions will be put forward:

1. For elementary school teachers, cooperative learning (jigsaw) can be applied in the teaching and learning process and supported by encouraging learning motivation to improve student learning outcomes.
2. For other researchers, so that it can be used as a comparison in analyzing research results in the field of education, especially those related to cooperative learning (jigsaw).
3. For the head of the Education and Culture Office, so that the results of this research can be used by decision makers for the learning strategy development program at the elementary school level.

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