

COMPARATIVE STUDY BETWEEN LEARNING OUTCOMES STUDENT USING MODEL EXPOSITORY AND COOPERATIVE LEARNING COURSE IN THE DEVELOPMENT OF LEARNERS

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Abstract

The purpose of this research was to determine the learning outcomes of students in lectures development of learners learning outcomes of students in the subject of the development of learners with learning model cooperative learning research methods and the nature of the study in the first phase begins the study of theoretical, primarily implemented in the literature, empirical studies conducted when a test model of learning. Sample in this research is the education of students who took the English language courses development of learners as many as 75 people. Data were collected to measure the effectiveness of the use of models of student learning using a written test of 70 multiple choice questions and one about the form of case studies. Result of the study is the use of models Expository learning on the eye lecture development of learners. The result is more effective than the use of cooperative learning models.

Keywords: *Comparative, learning outcomes, expository, cooperative learning, learners' development.*

1. Introduction

One of the important problems in the world of education that are often in the spotlight of various circles is that the quality of education. The learning achievement is often used as an indicator for the quality of education. Actually, many factors influence it. Abin Shamsuddin (2007; 166) describes various factors that influence learning outcomes among others, the expected output, input raw, instrumental input, and environmental input.

The expected out showed qualification level (standard norms) would be appeal and motivation, so that will be a factor next stimulus response in learning activities.

Raw input / learners with different character, shows the factors that exist in individuals who learn that will provide facilities or barrier in learning activities, besides that it would be a motivation and stimulus for himself.

Instrumental input showed qualifications and completeness of the means necessary for the process of teaching and learning. Which includes instrumental input here is the headmaster and his deputy, educators and education personnel, facilities and infrastructure, curriculum, management, finances.

Environmental input, showing the situation and the physical state (campuses, schools, climate), good-people relationships with friends, teachers and people who are in an educational environment which might be a support or could be the obstacle in achieving learning outcomes. If the description above refers to the professor or teacher plays an important role in helping the student or students in achieving the expected learning outcomes. professor or teacher is just not enough to master the learning material but also need to understand the various approaches, strategies, methods, learning models and apply them properly in the learning activities, so that the student or students can achieve the expected learning outcomes.

Students' developments constitute the basic education courses that aim to equip students the Faculty of Education with the understanding development of learners and ways of learning. With that understanding is expected of the students as prospective educators can determine teaching materials, approaches, strategies, teaching methods that are relevant to the developmental needs of learners. But the reality of course the development of learners have for students seems to be the number two courses after courses majors, so the learning result obtained is lower than the learning outcomes of the course subject.

The fact it requires researchers to experiment and investigate and compare the results of learning by using model Expository learning and cooperative learning in the lecture the development of learners. Hope author results of this study can give a contribution in enhancing the learning achievement of the students especially in development of learners.

2. Theoretical Background

The concept of learning

Learning can be defined as a functional interaction between the various components of education. According to Abin Syamsudin (2007; 166) there are several components involved in learning them, expected output, input raw, instrumental input and environmental input. The expected output, shows the level of qualification of raw size (standard norm), thus becoming the appeal and motivation, so it can be a stimulus and a response to the student in the learning.

Criteria for learning success

Learning outcomes can be interpreted as an accomplished student and in describing the level of learning success. Learning outcomes produced by the students can be measured by before and after the study is done. The results of the study can be viewed and expressed through the list of values. According to Abin Shamsuddin (2007; 54) results merupakan learn real skills (actual ability), which shows the aspect of the skills demonstrated and tested immediately on the spot due to the work or learning outcomes bersangkutan untuk achieve optimal learning outcomes then learning activities To-do consciously, deliberately and well-organized. The results of the study can be dinyatakan in the form of the value or number based on the assessment criteria. According to Abin Syamsudin (2007; 249) in the evaluation norms recognize two commonly used to weigh the level of success of teaching and learning is criterion referenced and norm referenced

Criterion referenced evaluation (PAP = Reference Rate Benchmark) is a way to consider the level of success in learning by comparing achievements of students / students with criteria that had been established earlier. Criteria in question is the minimum size acceptable behavior as expressed in the Learning Objectives. Figures pass limit is typically used grades 6 scale figure 10 or 60 on a scale of 100, or 2+ in a scale of 4, or C on a scale of A-E. The philosophy underlying this assessment system

is mastery learning, where someone can be considered qualified skills (qualified) that dominate a minimum of 60% of the expected results.

Norm referenced evaluation (PAN = Reference Rate Norma), is a way to consider the level of success by comparing students' individual achievements with pestasi group (friends). Norms that can be used in various ways, namely; The average size and the size of the deployment group achievements grade achievement scores.

The concept of learning expository

Expository learning concept developed by Ausubel as a reaction to the discovery Inquiry learning developed by Jerome Bruner deems inefficient. According to Ausubel (in Abin Syamsuddin, 2007; 234) for high-level learning, students do not have to experience for yourself, students will be able to more efficiently and obtain as much information in the shortest possible time. The important thing students develop mastery of the basic framework of concepts or patterns basic understanding about something, so that students can organize data, information and experience in this connection. Expository learning in the learning system serving educators teaching materials in the form that is prepared in a neat, systematic, and complete, so that students stay listened regularly and orderly. Broadly speaking, the procedure Expository learning (in Abin Syamsuddin, 2007; 255) are:

- Preparation (Preparation). Where professors or teachers prepare lesson materials are systematic and tidy.
- Apperception (linkage). Here Lecturer or Teacher beta or provide a description speedy way to draw attention to the student or students who have been taught the material.
- Presentation (presentation of new material). A professor or teacher presenting new material by means of a lecture or tell a student or students to read materials that have been prepared (taken from the book, or specific text or written teacher)

- Recitation (evaluation). A professor or teacher to conduct a discussion about the material that has been studied, or a student / students were told to restate the material that has been delivered using their own words.
- Learning outcomes in learning expository learning in lectures development of learners in this paper is the result of the average of the semester the Middle Exam, Final Exam, Tasks, and activeness of students in the classroom.

The concept of cooperative learning

Cooperative learning is an instructional model designed to membelajarkan academic skills (academic skiil), social skills (social skills) and interpersonal skills (In YatimRiyanto, 2008; 271)According Ratim RJ (2008; 271) cooperative learning objectives are:- Individual: a person's success is determined by the person's own and not influenced by others.- Competitive: The success of a person is achieved because of the failure of others (no negative dependence)- Cooperative: The success of a person because of other people's success, one cannot achieve success with alone. The steps of cooperative learning in this paper are:- Lecturer / teacher provides information about the purpose and learning scenarios- Heterogeneous grouping of students in the study group (4 s / d 5)- Sharing of teaching materials in accordance with the existing teaching materials in the syllabus to each group.- Each group was assigned to find such material from various sources and systematically arranged in the form of papers.- Each group mepresentasikan assigned material in front of his friends in the audience. After the question and answer session between the speakers and students about the material that has been presented. Learning outcomes are the result Semester final exams and student assessment results in the presentation.

3. Method

The method in this study using an experimental method which aims to assess and compare the differences between the results of student learning using the model of expository learning with cooperative learning course on the development of

learners. Samples are two classes, one class that uses the expository many as 39 people and the classes that use the cooperative as many as 34 people. Its data collection techniques by providing posttest at the end of the lesson. The tests conducted are written tests in the form of a multiple choice test consisting of 80 questions, with the provision that if answered correctly were given a score of 1, and answered incorrectly given a score of 0.

4. Result and Discussion

	Metode	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Cooperative	34	45,7206	10,19892	1,74910
	EKSPOSITORI	39	49,7179	8,92221	1,42870

The data was obtained using the average which is 49.71 expository models of the maximum score is 80. The average of the cooperative model is 45.72.

When viewed from an average of learning outcomes at the course development of learners, the learning outcomes use expository models better than that using cooperative model. This is because the learning by using models expository, faculty more involved in the learning process, while learning model cooperative, a student in the division of cooperation in the group was not running properly, it is because the motivation to learn is less / lower because it considers subjects development of learners is not so important compared to subjects majors

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	,585	,447	-1,786	71	,078	-3,99736	2,23767	-8,45915	,46443
	Equal variances not assumed			-1,770	66,152	,081	-3,99736	2,25844	-8,50628	,51156

Because the probability value more than the value of alpha, ie $0.447 > 0.05$ then H_0 is accepted which means that the two samples come from a homogeneous population, then if the t test analysis is done, then there is no significant difference between the average student results that use methods expository and cooperative. It is seen from the probability value is greater than alpha, the Sig. (2-tailed) $0.078 > 0.005$. From these data it can be concluded that there is no significant difference between the average results of student learning that uses the expository method with cooperative.

The findings in the field, students are not so interested in the subject development of learners, students consider the course participants did development is not so important compared to subjects' majors. Although it has been described at the beginning of the learning contract, that the course participants did development of a group of subjects' profession. So that the learning process with any model if his students do not understand his motivation to learn and less it will affect student learning outcomes

5. Conclusion

There was no significant difference between the average results of student learning using model of expository learning with a model of cooperative learning course on the development of learners as indicated by the results of the t test.

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