

THE EFFECT OF OPEN ENDED COOPERATIVE LEARNING ON STUDENTS' CIVIC EDUCATION LEARNING OUTCOMES

Ryan Taufika¹, Juriati Ginting²

^{1,2}Department of Pancasila and Civic Education, Universitas Muhammadiyah Sumatera Utara

ABSTRAK

Learning is basically the provision of knowledge given to students by students, using various models, strategies and methods in learning, not forgetting to also pay attention to students' psychological factors. A common problem faced in learning is that it is still difficult to express opinions during learning. This study uses a quantitative method which was carried out at SMK PAB 2 Helvetia which is located at Jalan Veteran, Manunggal Village, Kec. Labuhan Deli. Data were collected by means of observation and interviews, questionnaires, documentation and triangulation. The data were analyzed using analytical techniques using Product Moment. The sample of this study was taken based on the total sampling method, by taking the entire population as a sample. From the data obtained by researchers, it can be concluded that there is an effect of Open Ended (X) cooperative learning on student learning outcomes in Civics subjects with Human Rights (Y) material at the level of $t_{hitung} > t_{tabel}$, namely $t_{hitung} = 5,638$ $t_{tabel} = 1$, and the correlation result $r_{xy} = 0,700$ is greater than $t_{tabel} = 0,334$ ($0,700 > 0,334$) then H_0 is rejected and H_a is accepted, so the conclusion is "there is an effect of Open Ended cooperative learning on student learning outcomes in Civics subjects with human rights material students of class X RPL-2 SMK PAB 2 Helvetia"

Keyword: Cooperative Learning; Open Ended; Learning Outcomes

Corresponding Author:

Ryan Taufika,
Department of Pancasila and Civic Education,
Universitas Muhammadiyah Sumatera Utara,
Email: rvantauфика@umsu.ac.id



1. PENDAHULUAN

Education has become a necessity for every human being from the lower classes to the upper classes, but there are still many lower classes who have not received a proper education. Education is expected to create quality, creative, innovative young generations and have a high spirit in teaching. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1) states that: "Pedagogic competence, personality competence, social competence, and professional competence obtained through professional education".

Broadly speaking, these factors can be divided into two, namely: internal and external factors. Internal factors are in the form of motivation, health, talent, intelligence and abilities possessed by students. While external factors are in the form of learning facilities, facilities and infrastructure, namely: schools, teachers, parents, educational media and teaching methods used by a teacher.

According to Wenger (2006: 1) said that, "Learning is not an activity, something that is done by someone when he is not doing other activities. Learning is also not something that someone stops doing, learning can happen anywhere and at different levels, individually, collectively, or socially.

Meanwhile, according to Miftahul Huda (2011: 6) said that, "Learning is a process of interaction between individuals and the surrounding environment, which means that psychological processes are not touched here too much".

A common problem faced in learning is that it is still difficult to express opinions during learning. This can be seen during learning when the teacher asks questions and there are still few students who answer so that learning becomes teacher-centered. The lack of learning activities among students is also an obstacle

faced by them, they tend to discuss things outside of learning so that they lose focus during the teaching and learning process, so it is often considered that the subject of Citizenship Education is a subject that is full of theory and tends to be boring. This happens because the concept of civic education with less attractive methods makes students not interested and students often excuse themselves from class, not enthusiastic in teaching and learning so that student learning outcomes do not reach the minimum completeness criteria (KKM).

The student learning outcomes listed in the table are still relatively low, from 35 students 7 who passed the minimum completeness criteria (KKM). While those who have scores below the KKM are 23 students.

By using a cooperative learning approach, students are expected to be able to change the way of learning that tends to be boring to be more interesting and obtain learning outcomes towards a better direction and in accordance with what is expected to pass the KKM. The use of cooperative learning approach can also make students more active in learning.

Slavin in Suyatno (2013: 163-164) defines, "Cooperative learning is a type of learning in which students learn and work in small groups collaboratively with 4-6 members, with a heterogeneous group structure.

So departing from the problems faced by students and researchers in the field regarding the low student learning outcomes that have an impact on failing to pass the KKM on Civics subjects, the researchers took the title of the study entitled "The Effect of Open Ended Cooperative Learning on Student Civics Learning Outcomes"

2. METODE

This study uses a quantitative method which was carried out at SMK PAB 2 Helvetia which is located at Jalan Veteran, Manunggal Village, Kec. Labuhan Deli. Data were collected by means of observation and interviews, questionnaires, documentation and triangulation. The data were analyzed using analytical techniques using Product Moment. The sample of this study was taken based on the total sampling method technique, by taking the entire population as a sample, this study took 35 people as the population and sample.

3. PEMBAHASAN

According to Wenger (2006: 1) Learning is not an activity, something that is done by someone when he is not doing other activities. Learning is also not something that someone stops doing, learning can happen anywhere and at different levels, individually, collectively, or socially. Meanwhile, according to Miftahul Huda (2011: 6) said that, "Learning is a process of interaction between individuals and the surrounding environment, which means that psychological processes are not touched here too much".

Learning is basically the provision of knowledge given to students by students, using various models, strategies and methods in learning, not forgetting to also pay attention to students' psychological factors. In line with that, Aunurrahman (2010: 35) argues that "learning is a conscious effort made by individuals in changing behavior both through training and experience involving cognitive, affective, and psychomotor aspects to obtain certain goals".

So it can be concluded that, learning is a two-way communication process carried out by teachers and students, with the definition that teaching is carried out by the teacher as an educator while learning by students, and physically and spiritually conscious activities by someone to gain knowledge as evidenced by the existence of behavior change. Syaiful Sagala (2009: 61) says that learning is "learning students using educational principles and learning theories which are the main determinants of educational success".

A. Kooperatif Learning

According to H Karli and Yuliantiningsih, in Hamdani (2010: 165) states that "cooperative learning method is a learning that emphasizes shared attitudes or behavior in working or helping among others in an organized structure of cooperation in groups, consisting of two or more people. more". The success of work is greatly influenced by the involvement of each member of the group itself.

In line with the opinion of H Karli and Yuliantiningsih above, Slavin in Suyatno (2013: 163-164) defines, "Cooperative learning is a type of learning where students learn and work in small groups collaboratively with 4-6 members, with a group structure. heterogeneous.

Suyatno (2009: 51) "Cooperative learning is in accordance with human nature as social beings who are full of dependence on others, have common goals and responsibilities, division of tasks, and a sense of fate. By taking advantage of that fact, cooperative learning in groups, students are trained and accustomed to sharing knowledge, experiences, tasks, responsibilities. Help each other and practice interaction-

communication-socialization because cooperatives are a miniature of people's lives, and learn to be aware of each other's strengths and weaknesses.

Learning methods that emphasize learning in heterogeneous groups help each other, work together to solve problems, and unite opinions to obtain optimal success both in groups and individually.

B. Open Ended

According to Suyatno (2009: 62) "Learning with open problems (problems) means learning that presents problems with solutions in various ways (flexibility) and the solutions can also vary (multi-responsibility, fluency). This learning trains and fosters originality of ideas, creativity, high cognitive, critical, interaction communication, sharing, openness, and socialization. Students are required to improvise to develop methods, methods, or approaches that vary in obtaining various student answers. Furthermore, students are also asked to explain the process of achieving these answers. Thus, this learning model is more concerned with the process than the product that will form a mindset, integration, openness, and variety of thinking.

According to Aris Shoimin (2014: 109) "learning with open problems or problems means learning that presents problems with solutions in various ways (flexibility) and the solutions can also vary (multi-responsibility, fluency)". An open-ended problem is a problem that is formulated to have many correct answers. This problem is also known as a complete problem or an open problem. In addition, the Open Ended problem also directs students to use a variety of ways or methods of solving so as to arrive at the desired answer.

Open Ended Learning provides an opportunity for students to investigate various strategies and methods that are believed to be in accordance with their ability to elaborate problems. The goal is that students think through creative activities, students can develop optimally.

Based on the above opinion, what is said with the type of open problem learning is the way of presenting teaching materials through problems that are presented openly and contextually so that they can form a mindset, integration, openness, and variety of thinking.

C. Learning outcome

According to Purwanto (2008: 39) learning is a process within individuals who interact with the environment to get changes in their behavior. Learning is a mental/psychic activity that takes place in active interaction with the environment that produces changes in knowledge, skills and attitudes. Change is obtained through effort (not due to maturity), set in a relatively long time and is the result of experience.

Learning outcomes are related to achievement in obtaining abilities in accordance with the planned specific objectives. Thus, the main task of the teacher in this activity is to design instruments that can collect data about the success of students in achieving learning objectives, based on these data teachers can develop and improve learning programs.

The learning outcomes themselves describe the level of student achievement on the set instructional goals and are reflected in the student's personality in the form of changes in behavior after the teaching and learning process. Because learning is a mental activity that takes place interactively in an environment that produces changes in knowledge, understanding, skills and attitudes. This means that learning outcomes describe the abilities of students in cognitive, effective, and psychomotor aspects.

D. Results and Discussion

Before the research was carried out, the researchers collected from the initial conditions of the class to be given action, namely class X RPL-2 at SMK PAB 2 Helvetia in the 2015/2016 academic year. Where this research needs to be known so that this class research needs to be given action with what is being studied, namely learning using Open Ended cooperative learning in the subject of Citizenship Education in Human Rights material.

After conducting research and collecting data in the field, various data were obtained about respondents in relation to Open Ended Type Cooperative Learning on Student Learning Outcomes at SMK PAB 2 Helvetia. In this study, the author makes data processing in the form of a questionnaire consisting of 15 questions for variable X, namely Open Ended Cooperative Learning and 10 questions for variable Y, namely Learning Outcomes. This distributed questionnaire was given to 30 students of SMK PAB 2 Helvetia as research samples. Thus the data analyzed in this chapter are data obtained from 35 respondents.

In the learning process using open ended cooperative learning on student learning outcomes, using 2 meetings, each meeting carried out using steps and open ended cooperative learning.

From the data obtained through research questionnaires, namely variable X (Open ended cooperative learning) and variable Y (Learning Outcomes). The results of the questionnaire can be seen from the attachment:

a. Variable X Questionnaire Validity Test (Open Ended Type Cooperative Learning)

To calculate the validity of the questionnaire for each question, the product moment correlation formula is used:

$$r_{xy} = \frac{N\sum xy - \{\sum x\}\{\sum y\}}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

From the questionnaire validity test (Variable X of Open-ended cooperative learning) it turned out that there were 4 invalid items, namely the number of questionnaire items. The criteria if $r_{\text{count}} > r_{\text{table}}$ at a significant level of 5% and 0.05 then the instrument is declared valid, and vice versa if $r_{\text{count}} < r_{\text{table}}$ at a significant level of 5% and 0.05 negligible then the instrument is declared invalid.

b. Variable Y Results (Student Learning Outcomes)

Obtaining test results consisting of 10 questions with the material "HAM" data obtained the highest student learning outcomes with a value of 100 and the value of student learning outcomes who got a minimum of 75 with 10 essay questions.

c. Correlation between Open Ended Cooperative Learning (x) and student learning outcomes (Y)

Based on tables X and Y above, the calculation results are as follows:

- a. $\sum x = 1475$
- b. $\sum Y = 3030$
- c. $\sum X^2 = 62255$
- d. $\sum Y^2 = 264350$
- e. $\sum xy = 128000$
- f. $N = 35$

Furthermore, the results of the above calculations are entered into the product moment correlation formula, namely:

$$\begin{aligned} R_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}} \\ R_{xy} &= \frac{35.128000 - (1475)(3030)}{\sqrt{35.62255 - (1475)^2(35.264350 - (3030)^2)}} \\ &= \frac{4480000 - 4469250}{\sqrt{(2178925 - 2175625)(9252250 - 9180900)}} \\ &= \frac{10750}{\sqrt{(3300)(71350)}} \\ &= \frac{10750}{\sqrt{2354558}} \end{aligned}$$

$$\frac{10750}{15344,543}$$

$$= 0,70057479$$

From the results above, it can be seen that there is a correlation of Open Ended type cooperative learning of 0.7005 there are student learning outcomes.

The correlation coefficient found is 0.7057479 and is included in the Strong category. So there is a correlation between cooperative learning type Open Ended, there are student learning outcomes in Civics subjects with human rights material for class X RPL 2 SMK PAB 2 Helvetia

4. KESIMPULAN

From the table above, the maximum score is 44 with the average result that students answered "strongly agree" and with a minimum value of 39 answered "disagree" with a total of 35 students and 15 questions in the form of a questionnaire.

From the table above, it is obtained that the highest student learning outcomes with a value of 100 and the value of student learning outcomes who get the minimum is 75 with 10 essay questions with human rights material using Open Ended cooperative learning.

From the results of hypothesis testing, it can be concluded that the effect of Open Ended cooperative learning (X) has a significant effect on student learning outcomes in Civics subjects with Human Rights (Y) material at the level of $t_{\text{count}} > t_{\text{table}}$, namely $t_{\text{count}} = 5,638$ $t_{\text{table}} = 1.697$ and the correlation result $r_{xy} = 0.700$ is greater than $t_{\text{table}} = 0.334$ ($0.700 > 0.334$) then H_0 is rejected and H_a is accepted, so the conclusion is "there is an effect of Open Ended cooperative learning on student learning outcomes in Civics subjects with material Human rights students of class X RPL-2 SMK PAB 2 Helvetia

REFERENSI

- Aunurrahman, 2010. *Belajar dan Pembelajaran*, Bandung: Alfabeta.
- Aris Shoimin, 2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta. AR-RUSZZ MEDIA.
- Istarani, 2014. *50 Tipe Pembelajaran Kooperatif*. Medan: Media Persada.
- Istarani, 2012. *58 Model Pembelajaran Inovatif*. Medan: Media Persada.
- Purwanto, 2011. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.
- Rusman, 2011. *Model-model pembelajaran mengembangkan profesionalisme guru*. Jakarta. RajaGrafindo Persada.
- Rustopo dan Munchson, 2014. *Pendidikan Pancasila dan Kewarganegaraan*. Jakarta: Pusat kurikulum dan perbukuan, Balitbang, kemendikbud.
- Soedijarto. 2011. *Evaluasi Hasil Pembelajaran*, Surabaya: Media Agung
- Sugiyono, 2012. *Metode Penelitian Pendidikan*. Bandung: Alfabeta
- [http:// www. Idsejarah.net/20014/11/faktor-faktor yang mempengaruhi hasil belajar.html](http://www.Idsejarah.net/20014/11/faktor-faktor yang mempengaruhi hasil belajar.html).