

The Effect of Cooperative Learning Method And Personality Type toward The Result of Learning Culture Art Education and Skills

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Abstract

The purpose of this research was to determine the effect of cooperative learning method and The personalitas the result of learning culture art education and skills. The study conducted in SDN Pondok Pinang 08 Pagi in third Grade school year 2014/2015. The research method use is the quasi eksperimental method using factorial design 2x2 with level of signifikan $\alpha = 0,05$. Retrieval of data obtained through test and Analyzed using analysis of variance (ANOVA) two way and t-Dunnet test. The research, findings show that: (1) theresult of learning culture art education and skills of students who learn with cooperative learning technique make a match is higher than with cooperative learning technique STAD, (2) there is an interaction effect between cooperative learning method and personality type toward the result of learning culture art education and skills, (3) the result of learning culture art education and skills of students who have a type eksrovert that learn with cooperative learning technique make a match is higher than with cooperative learning technique STAD, (4) for students who have a introvert there was no difference learning culture art education and skills outcomes of students who were given with cooperative learning technique make a match and with cooperative learning technique STAD.

Keywords: Cooperative learning method, Personality type, the result of learning culture art education and skills

1. Introduction

Improve the quality of learning be pursued by developing subjects and efforts to improve the competence of teachers in learning through a method of learning effective so that students easy in studying the materials given .Learning the fine arts serves develop the ability of students in work art is visual and manipulative .Learning the fine arts can encourage students ability to understand and obtain satisfaction in response to work of art a way to creation students and the work of the fine arts creation others .In work the fine arts, students can understand the process appreciation as understanding with visual from their owned by other student (Farid, 2010).

Arts and culture education and skills is education the art based culture which includes the fine arts, musical arts, dance, and skills. Arts and culture education serves and aims to develops attitudes and the ability work and appreciation (Ahmad Susanto, 2013: 261). The art is conscious people by sign media to certain outward and convey the feeling that have to another person(Hadjar Pamadhi, 2011:13). So, the results of art and culture and skills is students ability to be able to create obtained through the activities of learning and can given the faculty in work through the process observe, classify, interpret, predict, apply, plan and communicate.

Elementary school is essential to maximize the achievement of a goal learning by the development of a vary method of learning, so has overcome

surfeit of students in learning. Method selection learning exactly can reach the purpose of maximize the learning outcome. The using method of learning properly will give impact on increased student of study results. The method used is the method learning cooperative. Learning cooperative is a learning model with a system of learning and work in small groups were 4-6 of the people in collaboration so that it can be stimulate students excited in learning (Syarif Hidayat, 2013: 107).

Learning cooperative is the method involving group activities. Learning strategy is conducted by grouping of students and various degrees the ability to use the activities of language in order to increase their knowledge. The group members mutual assistance to reach the purpose of learning better and used in learning, including the completion of duty.

Learning cooperative is the way it get students to work together to maximize own learning and learning in the group (Martinis Yamin, 2007: 74). According Rusman (2011:202) learning cooperative is a form of learning by means of students learn and working small group with collaboration consist of four to six student with the structure group heterogeneous.

According to Johnson & Johnson (Trianto,2009:57) said that the primary objectives of cooperative learning is maximize student learning to improve academic performance and understanding students individually or in groups. Learning cooperative is to emphasis on the purpose and the success of group .The dominant factor affecting the results of

learning is not only on the method learning but also the other factor in being type personality students. Learning have increasing by yields of student learning, so observe the relationship between type personality with the methods learning , a method of learning must be adjusted to type personality, type personality need method to get better learning results.

According to Alport (Jessfeist & Gregory, 2010:85) that type and personality is something to do something. Personality not just behavior but individual notice of a display outside, student behind actions which includes internal behavior (insight) and behavior (external action). Lawrence (2010:6) define personality is characteristic someone who led to the appearance of consistency feeling, thinking, and behavior.

Yan Chen at.al (2015) to identify that personality have two aspect that are extroverted and introverted, activity extroverted directed toward the outside world and from introverted into her/himself. Extroverted that is the active when surrounded by people, while introverted, usually individual contemplative who enjoys solitude and their lives give ideas and imagine. Based on the explanation above then required research to improve learning outcomes art and culture and skills in primary school. Especially conducted a study of the influence of a method of learning cooperative and type personality of the learning results of the art culture and skills in elementary student.

From the explanation above then required research to improve learning result of art and culture and skills in elementary school. Especially conducted a learning of the influence of a method of learning cooperative and type personality of the learning results of art culture and skills. Research aims to understand: 1) the difference of the learning results of art culture and student skills who were given a method of cooperative technique make a match and students who were given a method of cooperative STAD technique, 2) the influence interaction between a cooperative learning method and personality type of the learning results of art culture and skills, 3) the difference of learning results of art culture and skills between students who were given a method of learning cooperative technique make a match with students who were given a method of learning cooperative STAD on the student who has extroverted personality type, 4) the difference of the learning results of art culture and skills between students who were given a learning method of technique make a match and students who were given.

Method

The study was conducted of third class in public elementary school Pondok Pinang 08 Pagi in South of Jakarta. The research be held on first semester lessons 2014/2015. This research uses

experimental methods, and variable in research consist of: (1) of the learning the art culture and skills, (2) a variable treatment is learning cooperative method, and (3) a variable their attributes is a type of personality. As for design in this research using group factorial by design 2 x 2, with the design as follows:

Type personality (B)	Learning Method (A)	
	Make a match (A ₁)	STAD (A ₂)
<i>Ekstrovert</i> (B ₁)	A ₁ B ₁	A ₂ B ₁
<i>Introvert</i> (B ₂)	A ₁ B ₂	A ₂ B ₂

The population in the study were those third grade. The sample in the study is conducted by random sampling technique. Collect the data in two types of instruments, namely: (1) instrument to collect data cultural and skill through a test, (2) instrument to collect data personality type with non test the survey. Analysis techniques data by using ANOVA two lanes and testing simple by t-Dunnet test. Testing normality conducted by using Liefors test and the homogeneity by Bartlet testing.

The Result

The testing of hypotheses was done in technique analysis variance two lines (ANOVA). As for the calculation on ANOVA2 the trail a brief summary of can be described from table below:

Varian	JK	Db	RJK	F count	F table	
					= α = 0,05	= α = 0,01
Inter A	62,41	1	62,41	4,16*	4,02	7,12
Inter B	13,63	1	13,63	0,910		
Interaction A x B	97,60	1	97,60	6,517*	4,02	7,12
in	883,62	59	14,98			
Total	1057,27	62				

1. Based on the results of ANOVA in table 1 above, obtained f count = 4,16, while the standard of f table on α = 0.05 is 4,02. The result showed that f count > f table showing H₀ turned down and consequently H₁ accepted. This can be seen in average of learning result cultural and skills of a group of students who were method of make a match technique with the students who were method of learning STAD.
2. Based on the results obtained ANOVA above that f count have influence interaction AB = 6,517, while f table in α =

0.05 is 4,02 .So the $f_{count} > f_{table}$, then H_0 rejected or H_1 accepted. Thus it can be concluded that is the method cooperative interaction learning and type personality. The interaction between method of learning and personality type of the results.

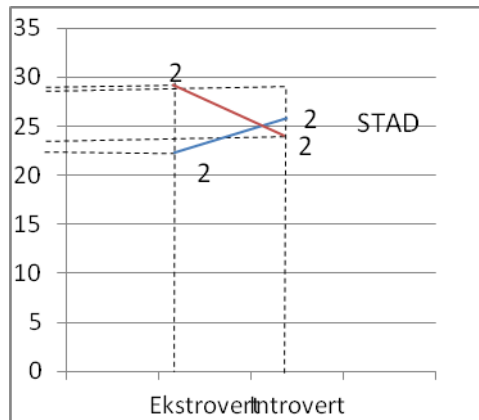


Figure 1 .Interaction between the learning methods with type personality of the results of the

Intersection of two a line on figure 1 show that there is interactions among two variables on variables bound .In other words interaction means that the impact of the form of a test formative of the results of learn the art culture and student skills depends on type personality or otherwise.

3. The testing of third hypotheses ($A1B1 > A2B1$)

Based on the results of the analysis data using t-Dunnet test against the difference in value the average study results art and culture and skills students who were given a method of cooperative technique make a match and the students who were given a method of cooperative technique STAD who has type personality extroverted showing that the t count of 3.24 and value table of 2,46 the first significant $\alpha = 0.05$, and thus $t_{count} > t_{table}$. Thus it is decided refuse H_0 . So that the result of testing provide a summary that the results of the learn the art culture and skills on the student who learn with the methods cooperative technique make a match higher than students who studied with the methods learning cooperative STAD technique for students who have type personality extroverted.

4 . The testing of fourth hypotheses ($A1B1 < A1B2$)

Based on the results of analysis using t-Dunnet the average score test study results art and culture and skills students who were given a method of cooperative technique make a match lower than learned by a learning method of cooperative technique STAD to students who have type personality introverted , showing that the t count of -0,41 and value table of -1,70 the first significant $\alpha = 0.05$.So $t_{count} > t_{table}$, thus decided receive H_0 . So that the result of testing provide a summary that

there is no the difference of the results learn the art culture and skills on the student who learn with the methods cooperative technique make a match and learned by a method of cooperative STAD technique.

Discussion and results

Based on the calculation on ANOVA two lanes in table 1, so can be explained the results of testing as follows:

First hypothesis (A1&A2)

The findings obtained in first hypothesis can be explained in total there were the difference of learning results of the art culture and skills group students who were given a method of cooperative technique make a match and the students who were given a method of cooperative STAD technique is significant . Learning results of Arts and culture and skills show that the students who were given a method of cooperative make a match higher than in the students who were given a method of cooperative STAD technique .This been strengthen with of research relevant conducted by Siti Ismayati (2013), that the implementation of a learning method of make a match has improving the activity the learning process.

Second hypothesis (A x B)

The second the testing of hypotheses show is the interaction between a learning method of cooperative and type personality of the learning results of art culture and skills. In this case the influence of interaction between a learning method of cooperative and type personality impact on high the low learning results art and culture and skills. Aziz (2010) said that there is interaction between a learning method and type personality to learning results. A learning method of cooperative is one of the instrument used exactly which could reach the purpose of learning optimal. In this was good method learning technique make a match and STAD technique affecting the learning results of art culture and skills. In this not only factors a learning method of proper in increasing study results, but also in factor student personality.

Based on the above analysis, there is the interaction between a learning method of cooperative and type personality of the learning results of the art culture and skills.

Third hypothesis

The results of research on the testing of third hypotheses shows that learning result of cultural art and skill of students who were given the learning methods cooperative technique make a match higher than students who were given a method of cooperative STAD method in extroverted personality type. Third hypothesis substantiation according to research conducted by Suci (2013), this research using quasi design

experiments factorials design 2 x 2 showing cooperative model learning techniques make a match is higher than STAD techniques.

Fourth hypothesis

The results of testing on fourth hypothesis show that the data was not tested or can be said that there was a gap in the result of the findings that students who have personality introverted type taught with the learning methods cooperative technique make a match and STAD techniques.

The results of research stated that has some the difference of the results learn the culture and art skills between students who were given a learning method of cooperative technique make a match with students who were given a learning method of cooperative STAD technique so should teachers formerly know characteristic owned by students in order the results can be improved. Thus to improve learning outcomes students teacher need to give a method of cooperative technique make a match in their experiences in the class. It is meant that students to display ideas creative in learning resolving. The results of research suggests that student personality have impact on learning results. This conclusion has led that in students holding an active role in learning activities which resulted in the class study results can be increased. For students, the provision of the method conforming to a type personality students who used in the class make students more creative, active and critical. So that it can cause student learning interest and would affect significantly to the success result of cultural learning and skills.

Conclusion

1. There are the difference of the learning results in the art culture and skills between of students who are taught by using technique make a match with of students who are taught by using the method of cooperative STAD technique.
2. There is the interaction between a learning method of cooperative with type personality of the learning results the art culture and skills, it means that is the influence interaction between a method of cooperative learning with type personality impact on high the low learning results art and culture and skills.
3. For students who have type of personality extroverted and given a learning method of technique make a match get the learning result of the art culture and skills higher than students who were given a learning method of STAD technique.
4. On the student whose have type of personality introverted, there is no the difference of the results to study for students who were given a learning method of cooperative technique make a

match and students who were given a method of STAD technique.

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