Risma Sinaga

Comparison of the Use of the Quick on the Draw Cooperative Learning Mod…

Sources Overview

18%
OVERALL SIMILARITY

1	University of the Philippines - Main Library on 2021-12-18 SUBMITTED WORKS	**1%**
2	damaacademia.com INTERNET	**<1%**
3	www.ijsar.in INTERNET	**<1%**
4	University of Northumbria at Newcastle on 2016-09-30 SUBMITTED WORKS	**<1%**
5	General Sir John Kotelawala Defence University on 2019-09-14 SUBMITTED WORKS	**<1%**
6	Kiki Zaskia, Mursidin T Mursidin T, Hayari Hayari. "PENERAPAN MODEL PEMBELAJARAN BERBASIS MASALAH (PROBLEM BASED LEARNING) DALAM MENINGK… CROSSREF	**<1%**
7	repository.radenintan.ac.id INTERNET	**<1%**
8	Muhammad Amir Alfaridzi, Khabihiz Jafitri, Oksita Purwanti. "IMPLEMENTATION OF RELIGIOUS CHARACTER EDUCATION IN STUDENTS THROUGH TAHFIDZ QUR'… CROSSREF	**<1%**
9	DeVry University Onlline on 2014-05-18 SUBMITTED WORKS	**<1%**
10	Nurlaila Khurnia Dewanti, Djumadi, Insih Wilujeng, Heru Kuswanto. "Application of Outdoor Inquiry Learning Model on Cognitive Learning Outcomes of Class XI Se… CROSSREF	**<1%**
11	Divine Word Univresity on 2018-05-19 SUBMITTED WORKS	**<1%**
12	ijiset.com INTERNET	**<1%**
13	www.lwtech.edu INTERNET	**<1%**
14	CITY College, Affiliated Institute of the University of Sheffield on 2007-07-16 SUBMITTED WORKS	**<1%**
15	indianbirdsphotography.blogspot.com INTERNET	**<1%**
16	www.nabble.com INTERNET	**<1%**
17	H R Permatasari, W Wahyudin. "Gender: Its relation to Mathematical Creative Thinking Skill", Journal of Physics: Conference Series, 2017 CROSSREF	**<1%**
18	Mailita Sari Pulungan, Derlina Nasution, Rahmatsyah. "The effect of scientific inquiry learning model and scientific attitude on students' science process skills", Jo… CROSSREF	**<1%**
19	eprints.ums.ac.id INTERNET	**<1%**
20	Aberystwyth University on 2019-12-17 SUBMITTED WORKS	**<1%**
21	docplayer.net INTERNET	**<1%**

22 Endang Widi Winarni, Endina Putri Purwandari. "Disaster Risk Reduction for Earthquake Using Mobile Learning Application to Improve the Students Understanding... <1%
CROSSREF

23 eco-entrepreneur.trunojoyo.ac.id <1%
INTERNET

24 gnelibrary.blogspot.com <1%
INTERNET

25 Anglia Ruskin University on 2021-03-08 <1%
SUBMITTED WORKS

26 e-journal.poltekkesjogja.ac.id <1%
INTERNET

27 Asih Ria Ningsih, Rinja Efendi, Rita Arianti. "The Role of Minangkabau Prohibited Speech Act in Ujungbatu Community Environment, Rokanhulu District", Journal of ... <1%
CROSSREF

28 Sriwijaya University on 2020-07-27 <1%
SUBMITTED WORKS

29 University of East London on 2020-12-31 <1%
SUBMITTED WORKS

30 University of KwaZulu-Natal on 2017-05-04 <1%
SUBMITTED WORKS

31 Middle East College of Information Technology on 2017-01-20 <1%
SUBMITTED WORKS

32 repository.uinjambi.ac.id <1%
INTERNET

33 Fanny Rahmatina Rahim, Dea Stevani Suherman, Arief Muttaqiin. "Exploring the effectiveness of e-book for students on learning material: a literature review", Jour... <1%
CROSSREF

34 M Bernard, W Setiawan. "Developing math games media using scratch language", Journal of Physics: Conference Series, 2020 <1%
CROSSREF

35 U Hasanah, I Hamidah, S Utari. "Trained Inquiry Skills on Heat and Temperature Concepts", Journal of Physics: Conference Series, 2017 <1%
CROSSREF

36 Universitas Negeri Manado on 2020-03-17 <1%
SUBMITTED WORKS

37 repository.umy.ac.id <1%
INTERNET

38 www.atlantis-press.com <1%
INTERNET

39 www.ojs.unm.ac.id <1%
INTERNET

40 Dalhousie University on 2006-11-07 <1%
SUBMITTED WORKS

41 Visvesvaraya Technological University on 2014-10-29 <1%
SUBMITTED WORKS

42 jurnal.uns.ac.id <1%
INTERNET

43 Universitas Negeri Surabaya The State University of Surabaya on 2017-08-19 <1%
SUBMITTED WORKS

44 Aulia Akhrian Syahidi, Arifin Noor Asyikin, Asy'ari. "Applying Student Team Achievement Divisions (STAD) Model on Material of Basic Programme Branch Control S... <1%
CROSSREF

45 Much Fuad Saifuddin, Qistiana Merdikawati, Lenny Yunitasari, Nida Dwi Handayani et al. "Circulatory system learning through student facilitators and explaining in... <1%
CROSSREF

46 www.asian-efl-journal.com <1%
INTERNET

47 zkcf.location-films.fr <1%
INTERNET

48 Iowa Community College Online Consortium on 2015-02-01 <1%
SUBMITTED WORKS

| 49 | ijmmu.com
INTERNET | <1% |

| 50 | Beta Wulan Febriana, Widinda Normalia Arlianty, Artina Diniaty, Lina Fauzi'ah. "An analysis of curriculum implementation on high schools in Yogyakarta", AIP Publi…
CROSSREF | <1% |

| 51 | download.atlantis-press.com
INTERNET | <1% |

| 52 | Grand Canyon University on 2017-02-08
SUBMITTED WORKS | <1% |

| 53 | sjee.unbari.ac.id
INTERNET | <1% |

| 54 | Amiruddin Amiruddin, Askar Askar, Yusra Yusra. "Development of Islamic Religious Education Learning Model based on Multicultural Values", INTERNATIONAL JO…
CROSSREF | <1% |

| 55 | ijpsat.ijsht-journals.org
INTERNET | <1% |

| 56 | Colorado State University, Global Campus on 2021-01-02
SUBMITTED WORKS | <1% |

| 57 | Symbiosis International University on 2018-10-06
SUBMITTED WORKS | <1% |

www.unn.edu.ng, internet, 3%

eprints.umm.ac.id, internet, 3%

community.appliedanthro.org, internet, 3%

G Ariyanti, F G I Santoso. "Analysis of mathematics learning outcomes on senior high school students in Madiun City, Indonesia in COVID-19 pandemic", Journal of Physics: Conference Series, 2020, crossref, 3%

Jarikre Victor Emamoke, Cordelia Onyinyechi Omodero. "Corporate Social Responsibility and Firms' Financial Performance: A Study of Nigerian Consumer Goods Companies", Economics and Business, 2021, crossref, 3%

Vellim Nyama, Geofrey Mukwada. "Factors Affecting Citizen Participation in Local Development Planning in Murewa District, Zimbabwe", Journal of Asian and African Studies, 2022, crossref, 3%

Pius U. Angioha, Chidiebere U. Enukoha, Rose U. Agba, Gerald U. Ikhizamah. "Information Technology Predictor Variables and Employee Productivity in Commercial Banks", JINAV: Journal of Information and Visualization, 2020, crossref, 3%

Magareth A. Ndem, Pius Unim Angioha, Emmanuella Dike. "Improving the Socio-Economic Wellbeing of Rural People: Analysis of the Impact of the Community and Social Development Project (CSDP) tn Odukpani Local Government Area of Cross River State, Nigeria", Asian Journal of Applied Sciences, 2020, crossref, 3%

moam.info, internet, 3%

investwell.freshdesk.com, internet, 3%

Muhamad Iqbal Hutanto. "The Influence of Discipline, Learning Facilities, and Friends Class to Economics Learning Outcomes", Tarbiyah : Jurnal Ilmiah Kependidikan, 2021, crossref, 3%

www.firewall-1.org, internet, 3%

Far Eastern University on 2020-10-24, submitted works, 3%

ku.ac.ke, internet, 3%

www.icann.org, internet, 3%

www.consumercomplaintsforum.co.in, internet, 3%

www.consumercourtforum.in, internet, 3%

www.mail-archive.com, internet, 3%

aavaas.com, internet, 3%

www.ijser.in, internet, 2%

Universitas Negeri Jakarta on 2017-03-28, submitted works, 2%

Universitas Negeri Jakarta on 2017-03-25, submitted works, 2%

Universitas Negeri Jakarta on 2017-03-22, submitted works, 2%

www.ijasr.net, internet, 2%

mailman.openclinica.com, internet, 2%

ijatca.com, internet, 2%

www.ijsred.com, internet, 2%

ijirah.dvpublication.com, internet, 2%

Universitas Hasanuddin on 2019-08-29, submitted works, 2%

ijatet.dvpublication.com, internet, 2%

www.ijetjournal.org, internet, 2%

ijaasr.dvpublication.com, internet, 2%

www.ijctjournal.org, internet, 2%

fspublishers.org, internet, 2%

www.fspublishers.org, internet, 2%

Www.fspublishers.org, internet, 2%

www.ijtsrd.com, internet, 2%

www.ijetajournal.org, internet, 2%

iearj.com, internet, 2%

Pascasarjana Universitas Negeri Malang on 2018-09-10, submitted works, 2%

propertibazar.com, internet, 2%

Zenithresearch.Org.In, internet, 2%

Kaplan University on 2013-02-16, submitted works, 2%

zenithresearch.org.in, internet, 2%

www.zenithresearch.org.in, internet, 2%

petsd.org, internet, 2%

journalijiar.com, internet, 2%

journal.kie.university, internet, 2%

Www.Zenithresearch.Org.In, internet, 2%

www.rgcresearchjournal.org, internet, 2%

Z C Cotrunnada, M Na'im, Sumardi. "Comparison of creative and creative capabilities history learning results using the method problem solving and problem based learning", IOP Conference Series: Earth and Environmental Science, 2019, crossref, 2%

B Apriyanto, F A Ikhsan, E A Nurdin, F A Kurnianto, R P N Puji, M Zulianto. "The influence of interaction aptitude-treatment (ATI) learning models in improving the geography learning achievement of class XI students in Senior High School PGRI Lumajang", IOP Conference Series: Earth and Environmental Science, 2019, crossref, 1%

Program Pascasarjana Universitas Negeri Yogyakarta on 2019-03-19, submitted works, 1%

www.vethelplineindia.co.in, internet, 1%

Bharati Vidyapeeth Deemed University College Of Engineering on 2017-10-25, submitted works, 1%

A A Najah, A F Rohmah, Usratussyarifah, H Susilo. "The Implementation of Problem Based Learning (PBL) Model Improving Students' Oral Communication Skill through Lesson Study", Journal of Physics: Conference Series, 2019, crossref, 1%

www.scribd.com, internet, 1%

Sriwijaya University on 2020-07-28, submitted works, 1%

DeVry University Onlline on 2014-05-18, submitted works, 1%

DeVry University Onlline on 2014-03-23, submitted works, 1%

Arizona State University, submitted works, 1%

Milan Singh, Brahma Prakash Dubey, Asit Sahoo, K L Yadav, Yogesh Sharma. "Tailoring the transport and magnetic properties of Mn doped spinel $FeCo_2O_4$ and their impact on energy storage properties: A new strategy to improve storage performance", Journal of Energy Storage, 2021, crossref, 0%

Gusto International College on 2019-07-22, submitted works, 0%

Gusto International College on 2020-01-31, submitted works, 0%

www.tijoss.com, internet, 0%

www.ijaep.com, internet, 0%

mjltm.org, internet, 0%

ijaep.com, internet, 0%

repository.warmadewa.ac.id, internet, 0%

Suci Nur Rahmy, B Usodo, I Slamet. "Students' mathematics learning achievement in junior high school using 7E learning cycle", Journal of Physics: Conference Series, 2019, crossref, 0%

Evita Anggereini, Mona Septiani, Afreni Hamidah. "Application of guided inquiry learning model in biological learning: it's the influence to science process skills and students 'scientific knowledge in class XI MIPA high school", Journal of Physics: Conference Series, 2019, crossref, 0%

jurnal.uisu.ac.id, internet, 0%

digilib.unimed.ac.id, internet, 0%

bircu-journal.com, internet, 0%

text-id.123dok.com, internet, 0%

ices.prosiding.unri.ac.id, internet, 0%

seminar.uny.ac.id, internet, 0%

Valerie Bence, Charles Oppenheim. "The Influence of Peer Review on the Research Assessment Exercise", Journal of Information Science, 2016, crossref, 0%

V. Bence. "The Influence of Peer Review on the Research Assessment Exercise", Journal of Information Science, 08/01/2004, crossref, 0%

A Suyatna. "ICT learning media comparative studies: simulation, e-modules, videos", Journal of Physics: Conference Series, 2020, crossref, 0%

www.coursehero.com, internet, 0%

Snigdha Mohandas, Vidya Venugopal, Prasath Duraisamy. "Understanding the expression of signalling pathway marker genes associated with bacterial wilt in susceptible and resistant ginger sps.", Physiological and Molecular Plant Pathology, 2021, crossref, 0%

prospek.unram.ac.id, internet, 0%

Anna Angela Sitinjak, Herman Mawengkang. "THE DIFFERENCE OF STUDENTS' ACHIEVEMENT IN MATHEMATICS BY USING GUIDED-DISCOVERY LEARNING MODEL AND COOPERATIVE LEARNING MODEL JIGSAW TYPE", Infinity Journal, 2018, crossref, 0%

Western Governors University on 2016-06-13, submitted works, 0%

International Journal of Research and Innovation in Social Science

(IJRISS)

Review Form

Unique Manuscript ID (UMI):	4IJ08SS2649
Paper Title:	Comparison of the Use of the Quick on the Draw Cooperative Learning Model and the Guided Inquiry Learning Type against Student Learning Outcomes
Authors:	Sulasmi, Pargito, Risma Margaretha Sinaga

EVALUATION:

	Outstanding	Excellent	Very Good	Good	Fair	Very Poor
Originality				•		
Presentation			•			
Applicability				•		
Overall Status				•		

COMMENTS:

- The research methods, results and discussion sections were all sufficient and clear.
- The conclusions and suggestions are clearly stated; key points stand out.
- Overall, We found the article to be interesting and insightful, and particularly well written.

RECOMMENDATION:

	Strongly Accepted	Accepted	Marginally Accepted	Accepted with Changes	Resubmit	Strongly Rejected
Recommendation		•				

M

Sulasmi, Pargito, Risma Margaretha Sinaga, , Registration Deadline Approaching for Accepted paper in International Journal of Research and Innovation in Social Science
1 pesan

Editor IJRISS <editorijriss@gmail.com>   Sab, 22 Agt 2020 pukul 17.10
Kepada: sulasmi.mufid@gmail.com

Dear Sulasmi, Pargito, Risma Margaretha Sinaga,

Greetings for the day!!

The last date for registration of accepted paper in "International Journal of Research and Innovation in Social Science (IJRISS)" is 24.08.2020

Steps to complete the registration process:

Step I: Complete the registration process

www.rsisinternational.org/journals/ijriss/international-authors-registration/

Step II: Upload Final Paper, Author(s) Declaration and Payment Proof at https://www.rsisinternational.org/journals/ijriss/final-manuscript-submission/

In case of any query email us at ijriss@rsisinternational.org

Yours sincerely,

Executive Managing Editor

International Journal of Research and Innovation in Social Science (IJRISS) ISSN: 2454-6186

Go Green Save Paper

Sender notified by
Mailtrack

Acknowledgement of Registration Fees I Online Publication Date I IJRISS

1 pesan

International Journal of Research and Innovation in Social Science (IJRISS)

ISSN 2454-6186

Let's go green to get our globe clean

www.rsisinternational.org/journals/ijriss/

Dear Author's,

Greetings!!!!!!

We have successfully received the Author(s) declaration, Final paper, and Registration fee receipt.

Your paper will be published on September **05th, 2020.**

Yours sincerely,
Executive Managing Editor
International Journal of Research and Innovation in Social Science ISSN No. 2454-6186
https://www.rsisinternational.org/journals/ijriss

Sender notified by
Mailtrack

*Print, Manually Fill, Scan and upload through final submission system.   Date: _____
*This is mandatory that this Declaration is signed by Authors.

Author (s) Declaration

1. I/We hereby state that article authored by me/us is an original contribution. It has not neither been submitted for publication nor published elsewhere in any print/electronic form. It does not infringe on the right of others and does not contain any libelous or unlawful statements.
2. I/We assign all the copyright of this article to the journal wherever required I/We have taken permission from the copyright holder and acknowledged the source.
3. I / We represent that I / We have taken the consent from our University / Institution / Employer / Project Guide / Supervisor / Research Committee before publishing our article with International Journal of Research and Innovation in Social Science (IJRISS)
4. I/We have not assigned copyright to publish this article to any other journal.
5. I/ We fully understand the Terms and Conditions / Policies given or International Journal of Research and Innovation in Social Science (IJRISS)
6. Only I / We are responsible for impact / outcomes of this publication decision and I / We will not ask for refund or pursue any legal action against said personalities International Journal of Research and Innovation in Social Science (IJRISS), India for the same.
7. I / We confirm that we are satisfied with Authenticity / Validity / Originality of International Journal of Research and Innovation in Social Science (IJRISS) and in case of refusal of our publication by our University / Institution / Employer / Project Guide / Supervisor / Research Committee, I / We will not ask for refund or pursue any legal action against said personalities or International Journal of Research and Innovation in Social Science (IJRISS), India for the same.
8. In case of a paper by multi-authored article, I/corresponding author have obtained permission to enter into agreement and assign copyright from all the co-authors, in writing and all the co-authors have thoroughly read and agreed with above warranties and authorization.
9. I/We permit editors to publish the article in the journal or in any other means with editorial amendment, if any to make it suitable for publication. Further, I/We hereby assign copyright to the publisher for its publication in any form/language including all media, and exclusive right to use the matter for the life of the work. Publisher may assign its rights under this Agreement
10. I / We accept that in case of any Copyright Infringement claim being filed and proven against my / our published article in future, then International Journal of Research and Innovation in Social Science (IJRISS), India have complete rights to remove my / our article from the index immediately without prior notice, and I / We will not ask for refund or pursue any legal action against said personalities or International Journal of Research and Innovation in Social Science (IJRISS), for the same
11. I/We agree to indemnify the Editors Publisher of the journal against all claims or action arising from any breach of warranty on my/our behalf in this agreement.
12. I / We are aware that International Journal of Research and Innovation in Social Science (IJRISS) ISSN (Online): 2454-6186 is assigned by the National Science Library, New Delhi, India.
13. I / We represent that I / We have taken the consent from our Co Authors before publishing our article with International Journal of Research and Innovation in Social Science (IJRISS)

Name(s) of Author(s): _____

Unique Manuscript ID (UMI) of Manuscript: _____

Title of Paper: _____

_____

Corresponding Author

Full Name

Signature

_____

Sulasmi, Pargito, Risma Margaretha Sinaga, Manuscript Accepted (Unique Manuscript ID 4IJ08SS2649)

2 pesan

International Journal of Research and Innovation in Social Science (IJRISS)

Let's go green to get our globe clean

www.rsisinternational.org/journals/ijriss/

Dear Author,

Greetings!!

We are pleased to inform you that your manuscript has been reviewed & accepted for online publication in the "International Journal of Research and Innovation in Social Science"

Manuscript Name: "Comparison of the Use of the Quick on The Draw Cooperative Learning Model and the Guided Inquiry Learning type Against Student Learning Outcomes "

Unique Manuscript ID (UMI):   "4IJ08SS2649

Steps to complete after acceptance of paper:-

Step I: Complete the registration process

https://www.rsisinternational.org/journals/ijriss/international-authors-registration/

Step II: Upload Author(s) Declaration Form, Final Paper and Payment Proof through the final submission system

https://www.rsisinternational.org/journals/ijriss/final-manuscript-submission/

Enclosures:-

1. Author(s) Declaration Form.
2. Manuscript Review

The last date for registration is August 24, 2020.

Finally, we would like to further extend our congratulations to you.

Yours sincerely,

Executive Managing Editor,

International Journal of Research and Innovation in Social Science (IJRISS)

Website: *www.rsisinternational.org/journals/ijriss/*

2 lampiran

Author (s) Declaration.pdf
37 KB

4IJ08SS2649.pdf
524 KB

Editor IJRISS <editorijriss@gmail.com>   Sel, 18 Agt 2020 pukul 16.38
Kepada: sulasmi.mufid@gmail.com

[Kutipan teks disembunyikan]

Sender notified by
Mailtrack

2 lampiran

Author (s) Declaration.pdf
37 KB

4IJ08SS2649.pdf
524 KB

IJRISS--Manuscript Submitted (Unique Manuscript Id: 4IJ08SS2649)

1 pesan

International Journal of Research and Innovation in Social Science (IJRISS)

A Unit of Research and Scientific Innovation Society (RSIS)

ISSN 2454-6186

Let's go green to get our globe clean

www.rsisinternational.org/journals/ijriss/

Dear Author,

Greetings!

Your manuscript "Comparison of the Use of the Quick on The Draw Cooperative Learning Model and the Guided Inquiry Learning type Against Student Learning Outcomes" has been sent successfully to the IJRISS Team for evaluation. Now your manuscript will go through the double-blind peer-review process. Soon after the completion of the manuscript evaluation process, you would receive a formal reply from the Editor-in-Chief with the review as:-

<div align="center">

Acceptance

Resubmit

</div>

Rejection

FAQ (Frequently asked questions)

What is the peer review process?

The peer review process is an independent quality control procedure for articles submitted to journals. Because it is so difficult for authors to be objective about their own writing, they benefit greatly from having someone else read and comment upon their work. Peer review is vital for enhancing the quality, credibility, and acceptability of published research and practice papers.

The review:

If the editor decides that an article is suitable then it will enter the peer review process. For IJRISS is double-blind peer review. The editor selects usually two independent reviewers who research or practice in the same area as the author and are subject specialists. Sometimes the reviewers are members of the editorial advisory board or the editorial review board and other times the editor will use ad hoc reviewers from his or her personal network. This is occasionally necessary for a very specialized subject area or because the regular reviewers are too busy.

In the double-blind process, all information on the paper which identifies the author is removed and the paper is coded and sent to the reviewers. The reviewers then judge the paper and return it to the Editor. The Editor then passes comments from the reviewers back to the author, particularly when rejection or revision is advised. In theory, neither the author nor the reviewers know each other's identity, thus ensuring impartiality. This is not always possible, especially if the subject area does not support a large community. It is quite possible that the reviewer will be able to guess the origin of a paper by its content.

The outcomes:

After an article has been reviewed, it is then in one of three states; rejected, accepted, or returned for revision with the suggestion that the author makes amendments to the article which might meet the reviewers' satisfaction.

If the reviewers ask for an article to be revised, the author has the opportunity to amend the article and resubmit it for review. At this second review stage, the reviewers decide if the alterations the author has made have taken into account all the points raised in the first review. Accordingly, the paper will be finally accepted or rejected.

Yours sincerely,

Executive Managing Editor,

International Journal of Research and Innovation in Social Science (IJRISS)

Email: ijriss@rsisinternational.org

Website: www.rsisinternational.org/journals/ijriss/

Please consider your environmental responsibility before printing this e-mail - SAVE PAPER

Greetings from IJRISS Team "Volume IV Issue VIII/August 2020" of International Journal of Research and Innovation in Social Science has been published online.

1 pesan

Editor IJRISS <editorijriss@gmail.com>   Jum, 4 Sep 2020 pukul 19.59
Kepada: Editor IJRISS <ijriss@rsisinternational.org>
Bcc: sulasmi.mufid@gmail.com

International Journal of Research and Innovation in Social Science (IJRISS)

Let's go green to get our globe clean

www.rsisinternational.org/journals/ijriss/

Dear Author,

Greetings!!!!

We are pleased to inform you that " Volume IV Issue VIII/August 2020" of the International Journal of Research and Innovation in Social Science has been published online.

Authors can view/download full-length papers from IJRISS Digital Library:-

Www.rsisinternational.org/journals/ijriss/digital-library/volume-iv-issue-viii/

Frequently Asked Questions

A. How can i Download my PDF File ?

- Open Your Google Chrome Browser
- Go to Full Text & Share
- Click on PDF file
- Click Open with
- Find your Adobe Reader and Select it
- Press OK
- Now Save PDF file with New Name

Please mail us if you have any other query at Author's Support Portal on ijriss@rsisinternational.org

Yours sincerely,

Executive Managing Editor,

International Journal of Research and Innovation in Social Science (IJRISS)

Email: ijriss@rsisinternational.org

Website: www.rsisinternational.org/journals/ijriss/

Comparison of the Use of the Quick on the Draw Cooperative Learning Model and the Guided Inquiry Learning Type against Student Learning Outcomes

Sulasmi, Pargito, Risma Margaretha Sinaga

Master of Social Science Education, FKIP Universitas Lampung, Indonesia

Abstract: This research was aimed at finding out (1) the differences between the students' achievement that used cooperative learning model of quick on the draw type and the students' achievement that used guided inquiry learning model, (2) the effect of using cooperative learning model of quick on the draw type on the students' learning achievement. (3) the effectivities of using cooperative learning model of quick on the draw type on the students' learning achievement. Quasi experiment was used in this study. The populations were the students at class XI Social 1 and 2. To analyze the data, T-Test and linear regression analysis were used. The results showed that (1) there was a difference between the students' achievement that used cooperative learning model of quick on the draw type and the students' achievement that used guided inquiry learning model, (2) there was more than effect of using cooperative learning model of quick on the draw type on the students' learning achievement.(3) there was an effective of using cooperative learning model of quick on the draw type on the students' learning achievement with guided inquiry learning.

Keywords: cooperative learning model, learning economic achievement, quick on the draw and guided inquiry learning.

I. INTRODUCTION

The 21st century is marked by the development of information, automation, computing, and communication which penetrated in all aspects of human life in all parts of the world. Therefore, learning models in the 21st century should be directed to encourage students to be able to: (1) find out various sources of observation, not be told, (2) formulate the problem (ask), not just solved the problem (answer), (3) analytical thinking (making decisions) not mechanistic thinking (routine), and (4) emphasizing the importance of cooperation and collaboration in solving problems (Kemdikbud, 2013).

Education is one of the most important parts in a development, because qualified human beings can be seen from the level of education as stated clearly in RI Law No. 20 of 2003 concerning the National Education System in Syaiful Sagala (2013: 3), namely: national education functions to develop capabilities and built the character and civilization of a dignified nation in order to educate the life of the nation, aiming at developing the potential of students to become people of faith and religius to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

The success of a learning process has been done in class has an effect on student learning outcomes. Student learning outcomes are the result achieved through a teaching and learning process that is expressed by grades based on tests that have been conducted by students. In teaching and learning activities the teacher must know how to present the lesson so that it can be accepted, and used by students properly. Effective learning activities carried out in schools should make teachers only as facilitators who are guiding and directing these learning activities.

To improve student learning outcomes, a good learning process is not centered on the teacher (teacher centered), the teacher must have a strategy that can enable students in the learning process so that effective and efficient learning occurs in accordance with the expected goals including economic subjects in high school.

Based on preliminary research when teaching and learning activities at Assalam Tanjungsari South Lampung High School,

II. RESEARCH METHODS

This study uses a qualitative descriptive approach, which is research that promotes the collection of data or the reality of the problem based on the disclosure of data revealed by informants and written or oral words from people or observed behavior with actual reality. Moleong (1993: 3) states that "The qualitative descriptive method is a research procedure that produces descriptive data in the form of written or oral words from people and behaviors that will be observable".

This type of research will be able to capture a variety of qualitative information with clear and nuanced descriptive, which is more valuable than just a statement of the number or frequency in the form of numbers. The formulation of this research will be carried out by making observations of the evidences, while collecting data and conducting analysis.

The population is the whole of the research subjects whose characteristics are to be assumed. So the population is not only people but also other natural objects. Sources of data obtained through informants, events, documents or archives. The population in this study was SMAN 1 Terbanggi Besar, Central Lampung.

The sample in this study was the principal, vice principal, teacher, school committee chair, and student council at SMAN 1 Terbanggi Besar, Central Lampung. The sampling technique used in this study is purposive sampling. Purposive sampling is used because by considering a sample of data sources with certain considerations, in order to choose informants who are considered most knowledgeable about what we expect. In this case students, teachers, principals, vice principal, and school committees. Data collection methods are used to collect research data are interview methods, observation methods, and documentation.

Teachers still use conventional learning models or are still monotonous with the transfer of knowledge or information the teacher has to students and students just sit watching how the teacher teaches without being actively involved in the learning process.

Teaching and learning activities in SMA Assalam Tanjungsari, South Lampung Regency have never used the cooperative learning model type quick on the draw and guided inquiry learning type as an alternative to the models that have been applied previously. Such circumstances are one of the efforts that can be made the teacher in the learning process is to use the type of cooperative learning model quick on the draw.

Following are the data of daily test scores on economic subjects in class XI IPS of SMA Assalam Tanjungsari, South Lampung Regency in the 2019/2020 Academic Year:

Table 1. Daily Tests of Economic Subjects in Class XI IPS Assalam Tanjungsari High School South Lampung Regency Academic Year 2019/2020

NO	Minimum completeness criteria (KKM)	cllas		Total students	%
		XI IPS 1	XI IPS 2		
1	Complete ≥ 78	14	13	27	42,00
2	Not complete < 78	16	16	32	58,00
	Total	30	29	59	100,00

Source: Economic Subject Teacher Class XI IPS Assalam Tanjungsari High School South Lampung Regency Academic Year 2019/2020.

The value of student learning outcomes in economic subjects more incomplete maybe this is due to the learning process still using conventional learning models and have never used the cooperative learning model type quick on the draw and guided inquiry learning type. Therefore the economic learning process is only centered on the teacher. The tendency of the economic learning process that is only centered on the teacher so that students difficult to capture and understand the material presented by the teacher. Students become lazy to ask questions and only accept what is conveyed by the teacher.

The implementation of the 2013 curriculum at Assalam High School also demands learning that not only focuses on cognitive aspect, but also increases affective aspects And psychomotor, because in the 2013 curriculum the main focus

of learning was the formation of student attitudes. The high cognitive abilities of students will be of poor value, if not balanced with good affective abilities and psychomotor abilities. The emphasis of the 2013 curriculum is on improving and balancing between soft skills and hard skills which include aspects of competence in attitudes, skills and knowledge that will be the provision of students' lives in the future.

Identification of Problems

The identifications of the problem based on the background above are as follows:

1. Student learning outcomes in economic subjects are still under criteria of minimum mastery.
2. Students have a dependency on the teacher in teaching and learning activities.
3. The learning process that takes place only one-way interaction (centered on the teacher)
4. The learning model used by teachers to teach in class is still monotonous, never using the cooperative learning model type quick on the draw and guided inquiry learning type.

Formulation of the Problem

The formulations of the problem in this study are:

a. Is there a difference in the learning outcomes of students of class XI IPS 1 who use the cooperative learning model type quick on the draw with the learning outcomes of class XI IPS 2 students who use guided inquiry learning models?

III. RESULTS AND DISCUSSION

Assalam Tanjungsari South Lampung High School is located at Jalan Raya Kertosari No. 20 Tanjungsari Subdistrict, South Lampung Regency and established since 1998. Built on an area of 1856 m². Assalam Tanjungsari South Lampung High School has 23 teachers and administrative staff. The location of Assalam Tanjungsari South Lampung High School can be seen in Figure 1:
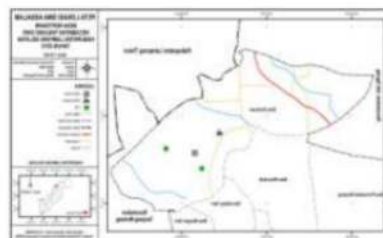

Figure 1. Research Location Map

Based on research data in class XI IPS 1 using the type of cooperative learning model quick on the draw can be seen the highest value of 95 and the lowest 71. While when using guided inquiry learning model can be known the highest values of 70 and 51.

In class XI IPS 2 using the type of quick on the draw cooperative learning model, it can be seen that the highest value is 95 and the lowest is 71. While when using guided inquiry learning model, the highest values of 75 and 56 can be known.

While learning outcomes of learning using the type of quick on the draw are higher than learning using the type of guided inquiry learning, so there is an interaction using the cooperative learning model.

Hypothesis I

Significance value test criteria if th> tt then the hypothesis is accepted, from the calculation it is known t_count = 9.12> t_table = 1.99. It can be concluded that there are differences in student learning outcomes.

The difference in economic learning outcomes of students of class XI IPS 1 who use the cooperative learning model type quick on the draw with the economic learning outcomes of students of class XI IPS 2 who use guided inquiry learning models because the learning activities in these two types of models are different. In the type of quick on the draw cooperative learning model students are required to work together in groups. Students truly understand that group success depends on the success of its members. This is in line with the opinion of Paul Ginnis (2008: 164) which states that this activity can encourage group work - the more efficient group work, the faster the progress. The group can learn that the division of tasks is more productive than duplicating tasks.

In the same material, which is about the capital market for guided inquiry learning model students of class XI IPS 2 conduct group discussions with the material in a group discussion with the material provided by the teacher, all are actively involved in the learning process. Guided inquiry learning is characterized by the presentation of experiences related to the concepts to be learned, followed by giving information by the teacher, question and answer, assigning tasks by the teacher, implementing tasks by students until finally the teacher feels that what has been taught can be understood by student.

The resulting learning outcomes are higher in the use of the type of quick on the draw cooperative learning model than the guided inquiry learning model. And both learning models are known to have interactions that affect learning outcomes.

Hypothesis II

Significance value test criteria if th> tt then the hypothesis is accepted, from the calculation it is known t_count = 9.15> t_table = 1.99. It can be concluded that there are differences in student learning outcomes.

The difference in students' economic learning outcomes using the cooperative learning model type quick on the draw by using the guided inquiry learning model because learning activities in these two types of models are different. Students are not only required to master the subject matter, but can utilize all the potential that exists in him. Students are required to work together in groups. Students really understand that the success of a group depends on the success of its members. This is in line with the opinion of Paul Ginnis (2008: 164) which states that this activity can encourage group work - the more efficient group work, the faster the progress. The group can learn that the division of tasks is more productive than duplicating tasks.

In the same material, which is about the capital market for guided inquiry learning model of class XI IPS students actively discussing groups in the learning process. This is in line with Putrayasa's opinion in Syaiful Bahri Djamarah (2011: 97) saying that guided inquiry learning is characterized by the presentation of experiences related to the concept to be learned, followed by giving information by the teacher, question and answer, giving assignments by the teacher, implementation of the task by students until finally the teacher feels that what has been taught can be understood by students.

Unlike the type of cooperative learning model quick on the draw whose learning aims to familiarize students not learning monotonously in accordance with the opinion of Paul Ginnis (2008: 164) which states that this activity helps students to get used to basing learning based on sources, not teachers.

Hypothesis III

From the results of a simple linear regression test the regression equation form is $Y^{\hat{}} = 82.48 + (0.14)(9)$. This equation can be used to predict the variable Y if an independent variable is set. The predicted value of the dependent variable 83.74, the value has increased from the constant value. While the results of calculations using the interaction test analysis there are differences in the results of the interaction of each use of learning models.

Based on the data above, shows that the high or low learning outcomes in economic subjects are caused by the influence of the use of learning models applied by teachers. Cooperative learning model is one alternative learning that can affect student learning outcomes. This is as stated by Sumarmi (2012: 39) that cooperative learning is a systematic learning model by grouping students for the purpose of creating effective learning to integrate socially charged academic skills.

From the implementation of the type of cooperative learning model quick on the draw, this research is based on two learning theories, namely behavioristic theory and constructivism theory, because this model is related to the teacher as a facilitator and the active role of students in the learning process. In accordance with the opinion of Harley and Davis in Syaiful Sagala (2013: 43) one of the principles of

learning according to the theory of behaviorism is that the learning process can occur well if students are actively involved in it. As for the theory of constructivism according to Yatim Riyanto (2010: 144), he states that in this theory the teacher has the role of providing an atmosphere where students can understand and apply knowledge, so students work to solve problems, find everything for themselves, and try with ideas .

Hypothesis IV

From the results of a simple linear regression test the regression equation form is $Y^ = 81.97 + (0.19)$ (8). This equation can be used to predict the variable Y if an independent variable is set. The predicted value of the dependent variable 83.49, the value has increased from the constant value. Then the proven hypothesis is the type of cooperative learning model quick on the draw affect the learning outcomes of students of class XI IPS 2. While the results of calculations using the interaction test analysis there are differences in the results of the interaction of each use of learning models.

Based on the data above, shows that the high or low learning outcomes in economic subjects are caused by the influence of the use of learning models applied by teachers. Cooperative learning model is one alternative learning that can affect student learning outcomes. This is as stated by Sumarmi (2012: 39) that cooperative learning is a systematic learning model by grouping students for the purpose of creating effective learning to integrate socially charged academic skills.

From the implementation of the type of cooperative learning model quick on the draw and guided inquiry learning, this study is based on two learning theories, namely behavioristic theory and constructivist theory, because this model relates to teachers as facilitators and the active role of students in the learning process. In accordance with the opinion of Harley and Davis in Syaiful Sagala (2013: 43) one of the principles of learning according to the theory of behaviorism is the learning process

Can occur well if students are actively involved in it. As for the theory of constructivism according to Yatim Riyanto (2010: 144), he states that in this theory the teacher has the role of providing an atmosphere where students can understand and apply knowledge, so students work to solve problems, find everything for themselves, and try with ideas .

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of data analysis and discussion in this study, the following conclusions can be drawn:

1. There is a difference in the learning outcomes of students of class XI IPS 1 who use the cooperative learning model type quick on the draw with the learning outcomes of class XI IPS 2 students who use guided inquiry learning models

2. There is a difference in the learning outcomes of students of class XI IPS 2 who use the cooperative learning model type quick on the draw with the learning outcomes of class XI IPS 1 students who use guided inquiry learning models

3. There is an influence of using quick on the draw type of cooperative learning model on the learning outcomes of class XI IPS 1 students in economic subjects.

4. There is an influence of the use of the quick on the draw type of cooperative learning model on the learning outcomes of students of class XI IPS 2 on economic subjects.

5. There is an interaction of each learning model by using the type of quick on the draw and learning models dengan tipe *guided inquiry learning*.

Suggestion

Based on the conclusions above, there are a number of suggestions that can be put forward, including:

1. For teachers, it is expected to provide alternatives in the selection of student-centered learning models by using the type of cooperative learning model quick on the draw and guided inquiry learning.

2. For students, by using the type of cooperative learning model quick on the draw, it is expected that students are always active in participating in learning activities and can have a positive impact on learning outcomes, especially on economic subjects.

3. The use of cooperative learning models more motivates students to increase their enthusiasm for learning because it is more interesting.

BIBLIOGRAPHY

[1]. Ginnis, Paul. 2008. Tricks and Teaching Tactics Strategies to Increase Teaching Achievement in the Classroom. Jakarta: Index.
[2]. Riyanto, Yatim. 2010. New Learning Paradigm. Jakarta: Kencana Prenada Media Group.
[3]. Sagala, Syaiful. 2013. Concepts and Meanings of Learning. Bandung: Alfabeta.
[4]. Sugiyono 2012. Educational Research Methods Quantitative, Qualitative, and R&D Approaches. Bandung: Alfabeta.

ABSTRACT

Comparison of the Use of the Quick on The Draw Cooperative Learning Model
and the Guided Inquiry Learning type Against Student Learning Outcomes

Sulasmi[1], Pargito[2], Risma Margaretha Sinaga[3]

*This research was aimed at finding out (1) the differences between the students'
achievement that used cooperative learning model of quick on the draw type and
the students' achievement that used guided inquiry learning model, (2) the effect
of using cooperative learning model of quick on the draw type on the students'
learning achievement. (3) the effectivities of using cooperative learning model of
quick on the draw type on the students' learning achievement. Quasi experiment
was used in this study. The populations were the students at class XI Social 1 and
2. To analyze the data, T-Test and linear regression analysis were used. The
results showed that (1) there was a difference between the students' achievement
that used cooperative learning model of quick on the draw type and the students'
achievement that used guided inquiry learning model, (2) there was more than
effect of using cooperative learning model of quick on the draw type on the
students' learning achievement.(3) there was an effective of using cooperative
learning model of quick on the draw type on the students' learning achievement
with guided inquiry learning.*

Keywords: *cooperative learning model, learning economic achievement, quick on
the draw and guided inquiry learning*

PRELIMINARY

The 21st century is marked by the development of information, automation, computing, and communication which penetrated in all aspects of human life in all parts of the world. Therefore, learning models in the 21st century should be directed to encourage students to be able to: (1) find out various sources of observation, not be told, (2) formulate the problem (ask), not just solved the problem (answer), (3) analytical thinking (making decisions) not mechanistic thinking (routine), and (4) emphasizing the importance of cooperation and collaboration in solving problems (Kemdikbud, 2013).

Education is one of the most important parts in a development, because qualified human beings can be seen from the level of education as stated clearly in RI Law No. 20 of 2003 concerning the National Education System in Syaiful Sagala (2013: 3), namely: national education functions to develop capabilities and built the character and civilization of a dignified nation in order to educate the life of the nation, aiming at developing the potential of students to become people of faith and religius to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

The success of a learning process has been done in class has an effect on student learning outcomes. Student learning outcomes are the result achieved through a teaching and learning process that is expressed by grades based on tests that have been conducted by students. In teaching and learning activities the teacher must know how to present the lesson so that it can be accepted, and used by students properly. Effective learning activities carried out in schools should make teachers only as facilitators who are guiding and directing these learning activities.

To improve student learning outcomes, a good learning process is not centered on the teacher (teacher centered), the teacher must have a strategy that can enable students in the learning process so that effective and efficient learning occurs in accordance with the expected goals including economic subjects in high school.

Based on preliminary research when teaching and learning activities at Assalam Tanjungsari South Lampung High School, teachers still use conventional learning models or are still monotonous with the transfer of knowledge or information the teacher has to students and students just sit watching how the teacher teaches without being actively involved in the learning process.

Teaching and learning activities in SMA Assalam Tanjungsari, South Lampung Regency have never used the cooperative learning model type quick on the draw and guided inquiry learning type as an alternative to the models that have been applied previously. Such circumstances are one of the efforts that can be made the teacher in the learning process is to use the type of cooperative learning model quick on the draw.

Following are the data of daily test scores on economic subjects in class XI IPS of SMA Assalam Tanjungsari, South Lampung Regency in the 2019/2020 Academic Year:

Table 1. Daily Tests of Economic Subjects in Class XI IPS Assalam Tanjungsari High School South Lampung Regency Academic Year 2019/2020

NO	Minimum completeness criteria (KKM)	cllas		Total students	%
		XI IPS 1	XI IPS 2		
1	Complete ≥ 78	14	13	27	42,00
2	Not complete < 78	16	16	32	58,00
	Total	30	29	59	100,00

Source: Economic Subject Teacher Class XI IPS Assalam Tanjungsari High School South Lampung Regency Academic Year 2019/2020.

The value of student learning outcomes in economic subjects more incomplete maybe this is due to the learning process still using conventional learning models and have never used the cooperative learning model type quick on the draw and guided inquiry learning type. Therefore the economic learning process is only centered on the teacher. The tendency of the economic learning process that is only centered on the teacher so that students difficult to capture and understand the material presented by the teacher. Students become lazy to ask questions and only accept what is conveyed by the teacher.

The implementation of the 2013 curriculum at Assalam High School also demands learning that not only focuses on cognitive aspect, but also increases affective aspects

And psychomotor, because in the 2013 curriculum the main focus of learning was the formation of student attitudes. The high cognitive abilities of students will be of poor value, if not balanced with good affective abilities and psychomotor abilities. The emphasis of the 2013 curriculum is on improving and balancing between soft skills and hard skills which include aspects of competence in attitudes, skills and knowledge that will be the provision of students' lives in the future.

IDENTIFICATION OF PROBLEMS

The identifications of the problem based on the background above are as follows:

1. Student learning outcomes in economic subjects are still under criteria of minimum mastery.

2. Students have a dependency on the teacher in teaching and learning activities.
3. The learning process that takes place only one-way interaction (centered on the teacher)
4. The learning model used by teachers to teach in class is still monotonous, never using the cooperative learning model type quick on the draw and guided inquiry learning type.

FORMULATION OF THE PROBLEM

The formulation of the problem in this study are:

a. Is there a difference in the learning outcomes of students of class XI IPS 1 who use the cooperative learning model type quick on the draw with the learning outcomes of class XI IPS 2 students who use guided inquiry learning models?

b. Is there a difference in the learning outcomes of students of class XI IPS 2 using the cooperative learning model type quick on the draw from the learning outcomes of class XI IPS 1 students who use guided inquiry learning models?

c. Is there an effect of using the type of cooperative learning model quick on the draw and guided inquiry learning on student learning outcomes?

d. Which is more effective in using the type of cooperative learning model quick on the draw and guided inquiry learning on student learning outcomes?

RESEARCH PURPOSES

The purpose of this study is to find out and analyze:

1. The difference in learning outcomes of students of class XI IPS 1 who use the cooperative learning model type quick on the draw with the learning outcomes of class XI IPS 2 students who use guided inquiry learning models.

2. The difference in learning outcomes of students of class XI IPS 2 who use the type of cooperative learning model quick on the draw with the learning outcomes of class XI IPS 1 students who use guided inquiry learning models.

3. The influence of using type of cooperative learning model quick on the draw and guided inquiry learning on student learning outcomes.

4. Which is more effective in using the type of quick on the draw cooperative learning model for student learning outcomes.

RESEARCH METHODS

The research metodology used quasi-experimental method (Quasi Experimental Design) with a rotational experimental research design.

The population in this study were all students of class XI IPS in SMA Assalam Tanjungsari, South Lampung Regency, totaling 64 students, because the number of class XI IPS at the high school was only two class, then this study is called population research.

According to Sugiyono (2012: 60) the research variable is something in the form of what is determined by

researchers to be studied in order to obtain information about it, then conclusions can be drawn from that information. The variables in this study are:

1. Independent variables, namely using quick on the draw type of cooperative learning models and the use of guided inquiry learning learning models.

1. Dependent Variable, namely student learning outcomes in Economics class XI IPS SMA Assalam Tanjungsari, South Lampung Regency, Academic Year 2019/2020.

The technique of collecting data is done using observation,

techniques, documentation and tests. Test is the instrument requirements by using the validity, reliability, and level of difficulty test, as well as the power differential. Data analysis using t test analysis techniques and simple linear regression analysis and model interaction test.

RESULTS AND DISCUSSION

Assalam Tanjungsari South Lampung High School is located at Jalan Raya Kertosari No. 20 Tanjungsari Subdistrict, South Lampung Regency and established since 1998. Built on an area of 1856 m2. Assalam Tanjungsari South Lampung High School has 23 teachers and administrative staff. The location of Assalam Tanjungsari South Lampung High School can be seen in Figure 1:
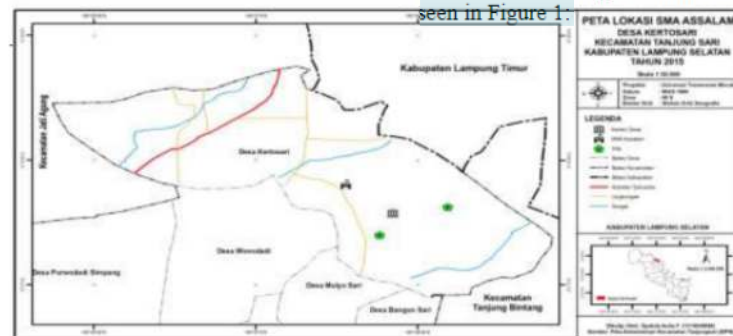

Figure 1. Research Location Map

Based on research data in class XI IPS 1 using the type of cooperative learning model quick on the draw can be seen the highest value of 95 and the lowest 71. While when using guided inquiry learning model can be known the highest values of 70 and 51.

In class XI IPS 2 using the type of quick on the draw cooperative

learning model, it can be seen that the highest value is 95 and the lowest is 71. While when using guided inquiry learning model, the highest values of 75 and 56 can be known.

While learning outcomes of learning using the type of quick on the draw are higher than learning using the

type of guided inquiry learning, so there is an interaction using the cooperative learning model.

Hypothesis I

Significance value test criteria if th> tt then the hypothesis is accepted, from the calculation it is known $t\_count = 9.12 > t\_table = 1.99$. It can be concluded that there are differences in student learning outcomes.

The difference in economic learning outcomes of students of class XI IPS 1 who use the cooperative learning model type quick on the draw with the economic learning outcomes of students of class XI IPS 2 who use guided inquiry learning models because the learning activities in these two types of models are different. In the type of quick on the draw cooperative learning model students are required to work together in groups. Students truly understand that group success depends on the success of its members. This is in line with the opinion of Paul Ginnis (2008: 164) which states that this activity can encourage group work - the more efficient group work, the faster the progress. The group can learn that the division of tasks is more productive than duplicating tasks.

In the same material, which is about the capital market for guided inquiry learning model students of class XI IPS 2 conduct group discussions with the material in a group discussion with the material provided by the teacher, all are actively involved in the learning process. Guided inquiry learning is characterized by the presentation of experiences related to the concepts to be learned, followed

by giving information by the teacher, question and answer, assigning tasks by the teacher, implementing tasks by students until finally the teacher feels that what has been taught can be understood by student.

The resulting learning outcomes are higher in the use of the type of quick on the draw cooperative learning model than the guided inquiry learning model. And both learning models are known to have interactions that affect learning outcomes.

Hypothesis II

Significance value test criteria if th> tt then the hypothesis is accepted, from the calculation it is known $t\_count = 9.15 > t\_table = 1.99$. It can be concluded that there are differences in student learning outcomes.

The difference in students' economic learning outcomes using the cooperative learning model type quick on the draw by using the guided inquiry learning model because learning activities in these two types of models are different. Students are not only required to master the subject matter, but can utilize all the potential that exists in him. Students are required to work together in groups. Students really

understand that the success of a group depends on the success of its members. This is in line with the opinion of Paul Ginnis (2008: 164) which states that this activity can encourage group work - the more efficient group work,

the faster the progress. The group can learn that the division of tasks is more productive than duplicating tasks.

In the same material, which is about the capital market for guided inquiry learning model of class XI IPS students actively discussing groups in the learning process. This is in line with Putrayasa's opinion in Syaiful Bahri Djamarah (2011: 97) saying that guided inquiry learning is characterized by the presentation of experiences related to the concept to be learned, followed by giving information by the teacher, question and answer, giving assignments by the teacher, implementation of the task by students until finally the teacher feels that what has been taught can be understood by students.

Unlike the type of cooperative learning model quick on the draw whose learning aims to familiarize students not learning monotonously in accordance with the opinion of Paul Ginnis (2008: 164) which states that this activity helps students to get used to basing learning based on sources, not teachers.

Hypothesis III

From the results of a simple linear regression test the regression equation form is $Y^{\hat{}} = 82.48 + (0.14)$ (9). This equation can be used to predict the variable Y if an independent variable is set. The predicted value of the dependent variable 83.74, the value has increased from the constant value. While the results of calculations using the interaction test analysis there are differences in the results of the interaction of each use of learning models.

Based on the data above, shows that the high or low learning outcomes in economic subjects are caused by the influence of the use of learning models applied by teachers. Cooperative learning model is one alternative learning that can affect student learning outcomes. This is as stated by Sumarmi (2012: 39) that cooperative learning is a systematic learning model by grouping students for the purpose of creating effective learning to integrate socially charged academic skills.

From the implementation of the type of cooperative learning model quick on the draw, this research is based on two learning theories, namely behavioristic theory and constructivism theory, because this model is related to the teacher as a facilitator and the active role of students in the learning process. In accordance with the opinion of Harley and Davis in Syaiful Sagala (2013: 43) one of the principles of learning according to the theory of behaviorism is that the learning process can occur well if students are actively involved in it. As for the theory of constructivism according to Yatim Riyanto (2010: 144), he states that in this theory the teacher has the role of providing an atmosphere where students can understand and apply knowledge, so students work to solve problems, find everything for themselves, and try with ideas .

Hypothesis IV

From the results of a simple linear regression test the regression equation form is $Y^{\hat{}} = 81.97 + (0.19)$ (8). This equation can be used to predict the variable Y if an independent variable is set. The predicted value of the dependent

variable 83.49, the value has increased from the constant value. Then the proven hypothesis is the type of cooperative learning model quick on the draw affect the learning outcomes of students of class XI IPS 2. While the results of calculations using the interaction test analysis there are differences in the results of the interaction of each use of learning models.

Based on the data above, shows that the high or low learning outcomes in economic subjects are caused by the influence of the use of learning models applied by teachers. Cooperative learning model is one alternative learning that can affect student learning outcomes. This is as stated by Sumarmi (2012: 39) that cooperative learning is a systematic learning model by grouping students for the purpose of creating effective learning to integrate socially charged academic skills.

From the implementation of the type of cooperative learning model quick on the draw and guided inquiry learning, this study is based on two learning theories, namely behavioristic theory and constructivist theory, because this model relates to teachers as facilitators and the active role of students in the learning process. In accordance with the opinion of Harley and Davis in Syaiful Sagala (2013: 43) one of the principles of learning according to the theory of behaviorism is the learning process

Can occur well if students are actively involved in it. As for the theory of constructivism according to Yatim Riyanto (2010: 144), he states that in this theory the teacher has the role of providing an atmosphere

where students can understand and apply knowledge, so students work to solve problems, find everything for themselves, and try with ideas .

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

Based on the results of data analysis and discussion in this study, the following conclusions can be drawn:

1. There is a difference in the learning outcomes of students of class XI IPS 1 who use the cooperative learning model type quick on the draw with the learning outcomes of class XI IPS 2 students who use guided inquiry learning models.
2. There is a difference in the learning outcomes of students of class XI IPS 2 who use the cooperative learning model type quick on the draw with the learning outcomes of class XI IPS 1 students who use guided inquiry learning models
3. There is an influence of using quick on the draw type of cooperative learning model on the learning outcomes of class XI IPS 1 students in economic subjects.
4. There is an influence of the use of the quick on the draw type of cooperative learning model on the learning outcomes of students of class XI IPS 2 on economic subjects.
5. There is an interaction of each learning model by using the type of quick on the draw and learning models dengan tipe *guided inquiry learning.*

SUGGESTION
Based on the conclusions above, there are a number of suggestions that can be put forward, including:
1. For teachers, it is expected to provide alternatives in the

selection of student-centered learning models by using the type of cooperative learning model quick on the draw and guided inquiry learning.

2. For students, by using the type of cooperative learning model quick on the draw, it is expected that students are always active in participating in learning activities and can have a positive impact on learning outcomes, especially on economic subjects.

3. The use of cooperative learning models more motivates students to increase their enthusiasm for learning because it is more interesting.

BIBLIOGRAPHY

Ginnis, Paul. 2008. Tricks and Teaching Tactics Strategies to Increase Teaching Achievement in the Classroom. Jakarta: Index.

Riyanto, Yatim. 2010. New Learning Paradigm. Jakarta: Kencana Prenada Media Group.

Sagala, Syaiful. 2013. Concepts and Meanings of Learning. Bandung: Alfabeta.

Sugiyono 2012. Educational Research Methods Quantitative, Qualitative, and R&D Approaches. Bandung: Alfabeta.

The Board of
International Journal of Research and
Innovation in Social Science
ISSN: 2454 -6186

Is hereby awarding this certificate to

PARGITO

In recognition of the publication of the paper entitled

Comparison of the Use of the Quick on the Draw Cooperative Learning Model an

Guided Inquiry Learning Type against Student Learning Outcomes

Published In IJRISS Online Journal

Page No. 365-368 Volume IV Issue VIII Month August Year

Chief Editor