

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

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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.

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,

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 religious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

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:

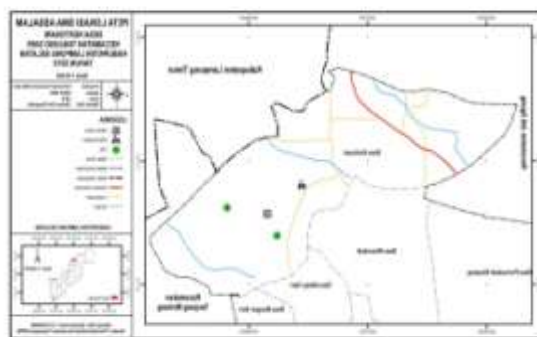


Figure 1. Research Location Map

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 $t_{th} > t_t$ 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 $t_{th} > t_t$ 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 $\hat{Y} = 82.48 + (0.14) (9)$. 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 $\hat{Y} = 81.97 + (0.19) X$ (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.

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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.

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