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"CONTEMPORARY ISSUES ON SOCIAL AND CULTURE"

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UNIVERSITY OF TRUNOJOYO MADURA
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Opening Remark

Assalamu'alaikum Wbt

Let’s thanks to Allah SWT for His Blessing so that we can meet in Trunojoyo International Conference on Social and Humanities entitled: Contemporary Issues on Social and Culture today.

One of main strategy to enhance the education quality is through national and international seminar. This International Seminar is the effort from the faculty management to upgrade lecturers’ academic competence. Through the International Seminar is expected the lecturers could develop their exompetence and creativity in delivering their scientific idea related with actual issues.

The Implication of International seminar is not only to enhance lecturer’s quality but also to increase institutional capacity of each departments in Faculty of Social and Culture Studies and automatically for University of Trunojoyo Madura.

Besides this International Seminar institutionally could lift up University of Trunojoyo’s rank in international education constellation, especially in Asian region, thus University of Trunojoyo is recognized internationally.

Privatelly and Institutionally I deliver my gratitude for Prof. Mark R. Woods, Ph.D, Dr. Moh. Nazri Latiff Azmi, Kongkrit Traiyawong, MA, Jennifer Kim, MA and Bangun Sentosa DH, Ph.D for your present, without your cooperation, it is impossible this seminar can be held.

Finally, I convey my appreciation for all of committee that have been worked to facilitate and prepare all of things, and for all of presenters and participants congratulation, i hope this seminar can give us enlightenment

Wassalamualaikum wbt

Bangkalan, 20th November, 2013-11-12

Dean

Dr. M. Amir Hamzah, S.H., M.H
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INFLUENCE STAD COOPERATIVE LEARNING METHODS TO IMPROVE STUDENT ACHIEVEMENT IN COURSE OF EXPERIMENTAL PSYCHOLOGY FACULTY OF PSYCHOLOGY, UNIVERSITY OF HANG TUAH SURABAYA

Gartinia Nucholis, Dewi Mahastuti
Psychological Faculty
Hang Tuah University Surabaya
gartinia26@gmail.com and dewimahastuti@yahoo.co.id

Abstract. The purpose of this study was to determine the effect of STAD (Student Team Achievement Division) cooperative learning method to improve the achievement of students in experimental psychology courses Faculty of Psychology, University of Hang Tuah Surabaya. This research are using randomized pretest-posttest control group experimental design (treatment by subject design). The subjects in this experimental research, are 46 people who are all experimental groups. The experimental group in this study consisted of 8 groups, where each group consists of 5-6 students. Sampling technique in the study done at random, subject matching the type design, where each student before the group was formed, first intelligence test to determine the level of intelligence of each student. Based on the results of intelligence tests, the subject are divided into 8 experimental groups.

The manipulations (treatment) in this study is material of the experimental psychology course the teaching method which is using cooperative learning STAD (Student Team Achievement Division). The treatment was 20 sessions, which each meeting conducted for 2.5 hours. The success of cooperative learning methods on student achievement indicated by the change (increase) the value of the end of the experimental psychology course.

Based on the analysis of data by using paired samples t test, it is known that there are differences in achievement outcomes before (pretest) and after given treatment (post-test1) at mid testt, with the value of t is -20.94, where p = 0.000 <0.005. Besides academic achievement measured after given treatment (post-test1) test2 and post at final test, showed the difference between post test1 and post test 2, the t is 8.41, p = 0.000 <0.005. That is, the STAD (Student Team Achievement Division) cooperative learning methods have an influence on student achievement Faculty of Psychology, University of Hang Tuah Surabaya.

Keyword: achievement, cooperative learning method STAD

Learning is a step change in a relatively positive student behavior and settled as a result of interaction with the environment that involve cognitive processes. Learning to bring the process of change, in the sense that there is a change in behavior, actual or potential. The change is primarily obtained new skills, and that the change occurred because no effort or attempt (Shah, 2000).

More specifically, Gagne (1984 ) in Dahar (2011) defines that learning is a process where an organization changes its behavior as a result of the experience, which involves: 1. Changes in behavior, learning involves changes in an organism. The learning process takes time until the desired behavior as the learning objectives established; overt behavior, suggesting that the observed behavior can be studied as new behaviors. For example: the behavior of writing,
thinking, problem solving. 2. Learning and experience, learning is the result of experience. Experience in this case is limited to the cause of changes in behavior, related to proficiency in learning something, intelligence, etc.; 3. Learning and maturity, here emphasized behavioral changes caused by the maturity if the behavior is caused by the changes that take place in the process of growth and development of organisms as well as physiological. So, learn from the experience generated by the environment in which occurs the relationship between stimulus and response. Based on the understanding of learning, it is known that learning is a process of life lived by human beings. Thus learning is a process to achieve learning goals.

According to Suryabrata (1984) statement, the assessment of learning outcomes in education, is an important aspect to determine the extent to which the learning objectives to be achieved has been achieved or manifested in the efforts that have been undertaken. Thus, how to determine the extent to which students' progress toward goals to be achieved and meets the standards of pre-defined categories called achievement tests, while the success of the students in completing an achievement test, in certain categories, is described as achievement. This is expressed by Anwar (1996) that the success of one's learning process, occurs if someone managed to transcend a series of assessment, tests or exams learning outcomes. Person's success in learning may be regarded as achievements (Anwar, 1996). Based on these descriptions in mind that learning achievement is the results achieved by the students as successful (business) in achieving the learning objectives in a particular category.

In order to achieve success as an effort in achieving learning objectives, it is influenced by several factors that influence the success of each individual in achieving their learning goals. This is not apart of the learning process underlying motivation for someone to achieve a desired goal. Assessment of learning outcomes is the goal of education is successful, if it meets the three study areas include areas of cognitive, affective area, and psychomotor areas. Affective area contains matters relating to the interests and attitudes, cognitive areas and functions on the intellectual aspects of thinking, and psychomotor areas of the aspects (Bloom, et al. 1956) (in Anwar, 1996). In this paper the researchers are focusing on the aspects of cognitive.

Related to the optimization of learning outcomes assessment, it is necessary to conduct a series of indicators that form the basis of measurement or assessment. A series of assessment of learning outcomes, referred to as the achievement test. Person's success in resolving achievement test in test, in certain categories, referred to as academic achievement.

From the description above then the failure or success of learning seen from the results of academic achievement. In the context of the discussion of learning in college (University), the learning objectives are expressed in a series of educational planning is referred to as the outlines of educational planning program (GBPP) and poured in units lecture program (SAP). To
determine the success of education for students in each subject, should be made in a series of measurement or assessment of learning outcomes as a form of evaluation of learning outcomes based on behavioral indicators to be achieved in accordance with the purpose of education. It could be a form of assessment quizzes, midterms (UTS) or UAS (final exams). The end result of the cumulative assessments will result in the final grade in a particular category are notated in the form of letters: A, B, C, D, and E. Categories of assessment in the form of the letters are arranged as a guideline value. Grading system used at the University of Hang Tuah in general, and the Faculty of Psychology in particular is a combination of the presence of 10%, the value of crude until the UTS (40%), and the raw value after UTS up to UAS (50%). The end result is a final value which is evaluated by the system PAP (Benchmark Reference Manual) and PAN (Normative Guidelines) in accordance with Article 12 Kepmendiknas No. 232/U/2000 set by the Rector Rector No. Skep form. 07.A/II/2003. Guidelines for PAP is used if the value of the average grade who took the eye exam given > 56, it will be converted in accordance with the provisions of the Minister, where the value of A (80 ≤ X ≤ 100), B (76 ≤ X ≤ 80), B+ (71 ≤ X ≤ 76), B (66 ≤ X ≤ 71), B- (62 ≤ X ≤ 66), C+ (59 ≤ X ≤ 62), C (56 ≤ X ≤ 59), D (45 ≤ X ≤ 56) and E (0 ≤ X ≤ 45). While the values are as follows: Weight value A = 4 (excellent), A = 3.7 (very good), B+ = 3.3 (good), B = 3 (good), B- = 2.7 (good), C+ = 2.3 (enough), C = 2 (enough), D = 1 (or less), and E = 0 (fail). Final grade weighting eye the course, will be included in the results of studies on the card each semester.

The focus of discussion in this study is looking at student achievement problems in experimental subjects over a period of 5 (five) years as one of the efforts of faculty to improve learning achievement of students. This work is done because there are indications of problems related to low achievement in experimental psychology course at the Faculty of Psychology, University of Hang Tuah Surabaya in the last 5 years (the students of 2005-2009). Based on the data recorded on the final outcome assessment file lecturer of the course, in this case the fact that the researchers obtained from the Faculty of Psychology 197 students who took a course of Experimental Psychology, there are only about 50% of them really understand the essence of these subjects is reviewed of the final grade earned by each student. In the period of 2006-2011 shows that there is a decrease of about 20% of the students who got an A each year. The details are as follows: the value of A = 11.16% (22 people), B = 50.25% (99 people), C = 24.9% (49 people), D = 9.13% (18 people), E = 4.15% (9 people). The data illustrate that the achievement value Experimental Psychology courses with grades A, quite low. As a lecturer of subjects, researchers feel the need to follow up on the condition. Underlying these efforts is the subject of Experimental Psychology is one of the materials that teach about methods of research, which was the basis for one of the S1 competency that must be achieved by students, and is the basis of therapy or
psychological treatment of the case in the future, so the need for a thorough understanding of the basis for students to master the basics of experimentation as a method of applied psychology.

In addition, to reinforce the fact mentioned above, we also collected data from interviews with some students stating that the course of Experimental Psychology has a difficulty level that is high enough to be understood, so that students can not master the material presented well. Level of difficulty in question is the complexity of the material taught in the course is related to the mastery of research methods kinds of experiments, the number of experimental research design in psychology research. In addition to the limitations of the student in understanding the basic research methods and statistics basics, making the lessons taught in the previous semester less well internalized by students. It makes students less able to understand the learning material well, and find it difficult to achieve the standards specified in the course of learning. It makes the students have the principle that the value of C is sufficient to deliver the graduate students on the course. This is a contradictory view experimental psychology is one of the important basic competencies to be mastered by students as an applied science of psychology in the future.

In order to improve student achievement, the author as lecturer of the course is an evaluation of the factors that is suspected as the cause of decline in student achievement in subjects experiment qualitatively based on the theory proposed by Suryabrata (2002) on the factors that contribute to increased achievement learning, are: 1. Internal, which includes the physiological and psychological factors, 2. External factors include the social and non-social factors. The theory is consistent with the opinion of Anwar (1996) which states that the factors that influence the success of learning, among others: 1. Factor of the (internal), consisting of physical factors (the five senses, the general physical condition) and psychological (non-cognitive variables; interest, motivation, and personality variables; cognitive abilities which consists of specialized skills, general abilities/intelligence; 2. factors from outside (external) factors consist of physical and social factors, social factors which are divided into two, namely: a. factor of social (in the family), family economic factors also determine the success of the learning process, b. factors related to the school environment facilities and infrastructure, competence of teachers and students, curriculum and teaching methods. How can teachers increase students' interest in learning with interactive and attractive packaging.

Based on the results of evaluation research in terms of internal factors, psychological terms, it is known that there are differences in the level of intelligence (intelligence), talent, interest and motivation to learn at the Faculty of Psychology. Given these differences, the condition of the students in terms of psychological, is quite heterogeneous. In addition, the considerable number of students, in this case approximately 40-60 people per class, making less able to recognize lecturer of psychological aspects, and potential of each student. In addition, less precise approach learning
application of this method involves the teacher and students to participate actively, think critically, to analyze, and able to solve problems encountered, so that teachers or lecturers only served as facilitators. In this case, the method of student-centered learning, the role of lecturer only facilitate the internal potential of the students, in order to foster interest, curiosity in the study of science.

This is supported by studies of Sutrisno (2008) that states the group learning method can improve cognitive abilities and responses to such methods in the form of achievement about 97.6% with good value and approximately 43% of students with bad grades. Based on that research to develop research related to cooperative learning method STAD (student achievement division teams) to improve the achievement of students of the Faculty of Psychology University of Hang Tuah.

Instructional methods of cooperative learning contributed to the idea that students work together to learn and be responsible for his teammates were able to make him learn equally well. A unique feature of this study is the lack of respect for the team, and individual responsibility is very important to improve the performance of basic skills (Slavin, 1983a, b, 1989). Not all study groups, including cooperative learning, according to Roger and Johnson (1994) says that not all work can be considered cooperative learning groups. Five elements of the learning model of mutual cooperation, among others: psitif interdependence, individual responsibility, face to face, communication among members, and evaluation of the group process. According to Slavin (1997) factors that support successful learning cooperative learning as follows: a. Award in the learning process will result in a better learning achievement than other methods, b. The existence of group goals and responsibilities of individuals in a group can improve individual performance.

Cooperative learning method in this research is a type of STAD (student achievement team divisions). This type is a cooperative method learning the simplest and most good for the new starters for teachers using cooperative approach (Slavin, 2009). To optimize the delivery method, the preparations that need to be done include: a. Material. Need to be prepared teaching materials that are arranged in the Guidelines of Learning Education (GBPP) and SAP (Unit Class Events). Also needs to be prepared student activity sheet, questions, quizzes related to the evaluation of learning outcomes, b. Divide the students into teams representing all parts of the class, in terms of gender, intellectual ability, which in each team member with the ability to spread / high performance, low, and moderate c. Determine the initial score first. Initial score represents the average score of students in the previous quiz. Preparation refers to a component of STAD approach.

Components in STAD approach include: In STAD cooperative learning methods (Student Team Achievement Divisions), the learning component consists of: a. Presentations, learning materials are given in the form of weekly presentations by lecturers, and students working on the
task by a group discussion, so that students can be responsible with their own learning goals, b. Formed teams or groups of four or five students who represent parts of a whole class, in terms of academic ability, gender, race and ethnicity. The goal is to ensure the process of knowledge transfer well, and all members of the team can participate good view for individual tasks later, c. Quiz, in order to determine the extent of students’ understanding of the material taught in a particular period, d. Kemajua individual scores, to see the progress of students on the material being taught so spur students to excel, and e. Team awards will be given to groups that receive the best scores of the average student in the classroom to encourage healthy competition in achievement in the learning process.

In the process of its application in experimental psychology course, expected by the division of a group of 4-5 people who are grouped by ability (good, moderate, or less) as well as the provision of duty in accordance with the material summarized in SAP (Class Events Unit) is expected to occur transfer of knowledge in the learning process, so hopefully facilitate students in understanding the psychology of experimental subjects.

Gordon (in Fatiul, 2000) states that humans are basically happy with the commensurate gathered and made with different distances. However, grouping with others who are similar and worth it, can eliminate the group members the opportunity to broaden their horizons and enrich themselves, because the group is not homogeneous there are many differences that can hone the process of thinking, negotiating, arguing and growing.

In this regard, the grouping heterogeneity (diversity) are the traits that stand out in the cooperative learning method. Heterogeneity groups can be formed by taking into account the diversity of gender, socio-economic background and ethnicity, as well as academic ability. In terms of academic ability, learning cooperative learning groups usually consist of a single person capable of high academic, two people with moderate academic ability, and the other one from the group of less academic ability.

With the establishment of the groups in the process of experimental learning psychology course, it is expected there are linkages between the team members in such a heterogeneous group, so that students can work cooperatively in order to achieve the objectives of the group or individual achievement is to get an A.

Moreover, given the clear duty, under the supervision of lecturer, students experience and can make an active search for answers solutions through group activities, so the student-centered learning objectives can be achieved. In this case, students actively seek solutions to problems and learn the material related to the SAP (Unit Class Events) are given at each meeting of his courses (each week) with direct experience, so that the learning process is not centered on the lecturer. With this learning process, students are expected to be motivated to learn in order to play an active role in
the classroom, and in turn be able to achieve its goal to understand the subject well, and get a good performance anyway.

In accordance with the essence of cooperative learning, to enhance student motivation in learning, lecturer continues to provide awards for students in groups according to their respective contributions, in this case given the limits adequate assessment objective, which is performed at the end of each course meeting, as the self-evaluation for team members. The assessment is carried out by the group and lecturer. Assessment conducted by the group include the contribution of the team members in the group tasks together, while assessment by the lecturer related to how students' performance in conducting activities in class, as presentations, and group tasks. With the weekly assessment and evaluation was done cooperatively, is expected to improve student learning in experimental psychology and actively engaged in the lecture, so as to know where students are active and which are not. Based on this self-evaluation can be done to improve the contribution of the group to reach this achievement (Slavin, 2009).

Based on the above, the research hypothesis is there is an effect of the application of cooperative learning STAD method to increase student achievement in the subjects of Experimental Psychology Faculty of Psychology, University of Hang Tuah Surabaya.

**Method**

**Subjects Research**

This study uses true experimental research design for this study was the process of random sampling to determine the members in each experimental group.

Research subjects in this study were students of the Faculty of Psychology, University of Hang Tuah Surabaya, the study sample was 4th semester student class of 2010 who took a course of Experimental Psychology. Thus, all students were included in the study group and controlled by the researcher (experimental group). The study sample size was 46 students. In the presence of 1 (one) group that is used, as the experimental group (control group negates), researchers can monitor the effectiveness of the manipulations performed on each subject (treatment by subject) (in Hadi Hadi et al, 2008).

Distribution of class groups associated with the implementation of this method of Cooperative Learning randomized block technique, where in each treatment group was given a first intelligence test to determine the cognitive abilities of each student, related to the academic field. Psikotest function (intelligence test) acts as a matching test to classify students with high IQ category, medium, and low. Students belonging to the categories referred to the block. Furthermore, on each block were randomized to the experimental group made 1, 2, 3, and so on up to eight groups.
Measurement instruments

Measurement instrument in this study contained two (2) on each variable according to its function. The development of measurement tools include:

a. Development of measurement tools on Cooperative Learning method variable (X) is only used as a reward or reward structure associated with the group cooperative learning method itself. The assessment structure is determined by the components of cooperative learning itself, ie initiative, activeness, cooperation, communication, and creativity. Forms of assessment using observation techniques, each group and lecturer of the course each week to observe the whole student, and then provide an assessment based on pre-defined components. The final results of the assessment will be converted as follows: a. Assessment at a meeting with the value dikomulasikan 1-8 Mid-Semester Exam (UTS), b. Assessment at 9-16 dikomulasikan meeting with Semester Final Examination score (UAS).

The success of cooperative learning methods in the formation of the group structure can be seen from the cumulative value of final assessment and faculty groups to determine the most active group, at the end of the course at the end of the semester. As for the individual assessment, carried out the awards to the students with the best value on test scores at the time of the midterm and final exams.

b. Development of Learning Achievement gauge variable (Y). Variables to be measured and the indicators will be developed to measure in this study was variable Y, the Learning Achievement. Indicator of the success rate of the use of cooperative learning methods method of learning achievement seen from the test results on academic achievement variables. The big difference in test results between the pretest and posttest given at the time of treatment, suggesting that treatment can be given effect for academic achievement. The merits of academic achievement can be seen from the cumulative value for a semester final evaluation of learning outcomes before and after treatment (cooperative learning method) are given.

Behavioral indicators on achievement test refers to the cognitive aspect proposed by Bloom (in Anwar, 1996) consists of the aspects: knowledge, comprehension, analysis, synthesis and applications. The assessment criteria are summarized by calculation in accordance with established PAP in Hang Tuah University.

The course of experiments

This study uses true experimental research design. Experimental design used was a randomized pretest - posttest control group design, the experimental measurements were performed before and after treatment (Seniati, et al, 2005).

Randomization process is conducted randomized block technique, in which all recipients are given a psychological test first to determine the level of intelligence to be controlled in this
study. Once known IQ scores for each student, then grouped in a particular block, the high IQ group, the average IQ group (medium) and low IQ groups. After that, another group formed, each consisting of 4-5 people in the group. In each of the small group, made up of students with a single person with a high IQ, two students with moderate IQ, and one student with a low IQ.

Once the group is formed, the groups that formed the experimental group who are all going to be treated in the form of learning method STAD Cooperative Learning. Indicators are used as measures of success of this study extend the results of tests of achievement in academic achievement variables. Before given experimental psychology course, students were given achievement tests related to experimental psychology course. The goal is for students to know the initial conditions of experimental psychology course.

After 8 sessions, students are given a midterm exam (UTS). The goal is to see how far the knowledge after being given treatment. Giving this test called post test1.

After midterms, conducted an evaluation of the learning to the test took place. Then, students are given further treatment in the form of advanced materials related to experimental psychology. At the meeting of 20, students are given final exam, a final exam of the semester. At the end of the test to determine student competency in experimental psychology course for one semester. This result will dikomulatifkan with the values at the end of the evaluation, so that a student achievement.

The research design in this study can be described as follows:

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<tbody>
<tr>
<td>R</td>
<td>Y1</td>
</tr>
<tr>
<td>Y2</td>
<td>Y3 (Exp-n)</td>
</tr>
</tbody>
</table>

Figure 1 : Experimental Design
Description: Exp-n = Group Experiment (1,2,3, etc.), Y2 = Post test1, Y3 = Post test2, Y1 = Pre-test, X = Treatment

Implementation Procedures Research
a. Phase 1 : Sampling Method

The subjects in the experiment were all students of the Faculty of Psychology who took a course of Experimental Psychology University of Hang Tuah Surabaya as many as 46 people. Sampling retrieval technique using random blocks to specify the subjects belonging to the experimental group 1, experimental group 2, and so on. The treatments were to provide matching test is a test of intelligence and self-description,
b. Phase 2: Manipulation and Measurement

Variables to be manipulated is Cooperative Learning in a period of 6 months (1 semester). At this stage of pre-test to determine the ability of students to the course early experimental psychology. After immersion treatment given 8 sessions, conducted measurements to 2 (two), as the post-test 1. Then after UTS, lecture continued, until the meeting of the 20th. At the end of semester, lecturer conducted the exam. Form of the test is the presentation of the report of the research, which is used as the End Semester Examination (UAS). The difference between the value of post-test 1 and Post test 2, is the end result of the achievement of students in the experimental psychology course. On behavioral observation sheets are indicators that will be assessed in the observations.

c. Phase 3: Manipulation and Measurement

Data analysis plan that will be used in experiments to determine the effect of the use of cooperative learning on student achievement using paired samples test test. The process show down below.

![Diagram](image)

Figure 2: The process of implementation of the experiment
Data analysis

Analysis of the data used in this study using the analysis of quantitative and qualitative data. To determine the effect of Cooperative Learning Methods to Improve Student Achievement In Experimental Psychology course using different test, the t test (t test). The purpose of data analysis in this study is to test whether there is distinguish between the first measurement (pretest), and the second measurement (posttest 1), and the difference between the two measurements (a posttest1), and the third measurement (posttest2). If there is a difference, it can be note that there are significant between the methods of cooperative learning on student learning achievement.

Results

The research conducted in carrying 20 meetings in accordance with SAP experimental psychology course. Learning process implemented for ± 2.5 hours (3 credits) with a division of labor activity by faculty every week, group discussions lecturers completing a given task, the task presentation, assessment and awards groups, and inference on the matter by the lecturer of each week. The results of the implementation process of this research include:

1. First meeting: the division of the group, held in the form of matching psychological tests, but previously given experimental pretests associated with learning. Results of the pretest students who scored B (66 ≤ X < 71) there are 3 people, the value of B - (62 ≤ X < 66) there are 4 people, the value of C (59 ≤ X < 62) there are 7 people, the value of C (56 ≤ X < 59) there are 6 people, the value of D (45 ≤ X < 56) there are 10 people, the value of E (0 ≤ X < 45) there are 16 people. From these data the value of the smallest 25 63, the average (mean) = 45.39, SD = 10.679, thus obtained an average grade low at 45.39.

2. Second Meeting: the formation of identity and group norms. At this meeting formed 8 groups with 5-6 people. At this stage each group discussions to determine the identity of the group, making and presenting the group yells. At this stage the pretest.

3. Third until Eight Meetings: starting with the implementation of this cooperative learning methods. Students were given briefing materials related to the principles of the experiment. In this session, students were given a briefing on the competition every week in each group. Following the assessment the award for best dressed group at week 3 to week 8.

4. Ninth and ten Meetings: conducted post-test 1 as Mid test (UTS). There are 2 students who earn grades A (80 ≤ X < 100), 4 students who earn grades A- (76 ≤ X < 80), 11 students who earn grades B (71 ≤ X < 76), 4 students of the value of B (66 ≤ X < 71), 5 students of the value of B- (62 ≤ X < 66), 3 students of the value of C (59 ≤ X < 62), 7 students of the value of D (56 ≤ X < 59) and there are no students of the value of E (0 ≤ X < 45).

Based on these data it shows that the minimum value is 48 and the maximum value is 84. Group average (mean) = 66.33 with SD = 9.185. Thus, the average grade is in enough
categories, resulting in an increase in pretest and post-test1 after a given learning method STAD Cooperative Learning. At the meeting was also held 10 students who received awards at the best value.

5. Elevent to Fourteen meeting: The material on this meeting is experimental design, and control variants in experimental research. The majority of the group on this matter can not perform well because of the lack of understanding of the material. However, at this meeting, the team Ability to look the best. The group is able to explain the variance and with good cause. The role of group leader as a motivator and a planner, can make the group members to get involved to work together to achieve good grades.

6. Fiveteen to Eighteen meeting: experimental research mentoring process. Mentoring conducted experiments relating to the preparation process. The preparation includes the manufacture of measuring instruments and experimental manipulation procedures. Among the 8 groups that exist, only one group did not successfully carry out the process in accordance with the schedule of internal problems associated with the group, making it less perform optimally.

7. Nineteen meeting: the implementation of the final exams (UAS) which is the final process of the implementation of the study. Form of oral exams this time nature, where each group present their research findings in accordance with the rules of experimental research, and the results tested. The results of the entire student UAS shows that: the value of A (80 ≤ X < 100) there are 13 people, the value of A - (76 ≤ X < 80) there were 9 people, the value of B (71 ≤ X < 76) there are 7 people, value B (66 ≤ X < 71) there are 4 people; the value of B - (62 ≤ X < 66) there are 2 people, the value of C (59 ≤ X < 62) there are 3 people, the value of C (56 ≤ X < 59) there 2, the value of D (45 ≤ X < 56) there is one person, the value of E (0 ≤ X < 45) there is 0 people. minimum value is 51 and the maximum value of 83. groups average (mean) = 74.74 with SD = 8.103. Thus the average grade in the category quite well.

<table>
<thead>
<tr>
<th>Value Raw Numbers</th>
<th>Value Letter</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 ≤ X &lt; 100</td>
<td>A</td>
<td>13</td>
</tr>
<tr>
<td>76 ≤ X &lt; 80</td>
<td>A-</td>
<td>9</td>
</tr>
<tr>
<td>71 ≤ X &lt; 76</td>
<td>B+</td>
<td>7</td>
</tr>
<tr>
<td>66 ≤ X &lt; 71</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>62 ≤ X &lt; 66</td>
<td>B-</td>
<td>2</td>
</tr>
<tr>
<td>59 ≤ X &lt; 62</td>
<td>C+</td>
<td>3</td>
</tr>
<tr>
<td>56 ≤ X &lt; 59</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>45 ≤ X &lt; 56</td>
<td>D</td>
<td>1</td>
</tr>
</tbody>
</table>

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8. Twentieth Meeting: Evaluation of learning.

Based on the evaluation results indicate that students generally have a positive impression on Learning Cooperative learning methods. Although they struggled to work hard for one semester, at least they were able to do a good cooperation with knowledge transfer evenly across members of the group. Seen from the average grade at the time posttest1 and posttest 2, known to 74.74. Thus, it can be seen that there is a difference in learning achievement scores between the post test 2 and posttest 2 on student class of 2010 as the research subject, so that the minimum value of the course is 51.

In addition, students experience during the experiment really shows that the reward system, and a climate that motivates the group, make the students motivated to attend college courses psychology experiments, which in turn can increase academic achievement.

At this meeting were awarded to the best group, the group favorite and winner of best value.

Based on the results of statistical data analysis showed the statistic paired samples, it can be seen that the difference purata (mean) pretest and post-test 1 on the variable studied is 45.39 to 66.33 = -20.94. T test to test Ho: purata pretest posttest purata = 1, gives the value of t = -16.029 with N - 1 degrees of freedom = 45. P value 0.000 < 0.005. It means that Ho is rejected (Ha accepted). This means that there is a difference between pretest and post-test purata on variable student achievement. Difference purata posttest 2 and posttest 3 on variable student achievement is 66.33 to 74.74 = -8.41. T test to test Ho: purata posttest1 = purata posttest2, provide value t = -6.959 with N - 1 degrees of freedom = 45. P value 0.000 < 0.005. It means that Ho is rejected (Ha accepted). This means that there is a difference between purata posttest1 and post-test2 on variable student achievement. The description of data analysis shows on table 5 and 6 below:

Table 5: Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>45.39</td>
<td>46</td>
<td>10.697</td>
<td>1.577</td>
</tr>
<tr>
<td>Posttest1</td>
<td>66.33</td>
<td>46</td>
<td>9.185</td>
<td>1.354</td>
</tr>
<tr>
<td>Pair 2</td>
<td>Posttest1</td>
<td>66.33</td>
<td>46</td>
<td>9.185</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>-------</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Posttest2</td>
<td>74.74</td>
<td>46</td>
<td>8.103</td>
</tr>
</tbody>
</table>

Table 6: Paired Samples Test

From this analysis we can conclude there is influence between STAD cooperative learning teaching methods to improve student achievement in experimental psychology courses Faculty of Psychology, University of Hang Tuah Surabaya.

Discussion

Hypothesis test results for the experimental group at pretest, posttest1, post test 2, and 3 post-test showed that there is significant relationship between the variable types STAD cooperative learning methods to improve student achievement in experimental psychology course. Changes in

Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Std. Deviation Mean</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference Lower</th>
<th>Upper t</th>
<th>f</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>Pretest</td>
<td>-20.935</td>
<td>8.858</td>
<td>1.306</td>
<td>-23.565</td>
<td>-18.304</td>
</tr>
<tr>
<td></td>
<td>Posttest1</td>
<td>8.199</td>
<td>1.209</td>
<td>-10.848</td>
<td>-5.978</td>
<td>-6.959</td>
</tr>
<tr>
<td>Pair 2</td>
<td>Posttest1</td>
<td>-8.413</td>
<td>8.199</td>
<td>1.209</td>
<td>-10.848</td>
<td>-5.978</td>
</tr>
<tr>
<td></td>
<td>Posttest2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

student behavior given cooperative learning methods can be seen through the increase in the value of the indicator test scores good performance as revealed by Bloom (in Anwar, 1996) consists of the aspects: knowledge, comprehension, analysis, synthesis and applications. The assessment criteria are summarized by calculation in accordance with established PAP in For University Hang Tuah. Seen from the average grade at the time posttest1 and posttest 2, known to 74.74. Thus, it can be seen that there is a difference in learning achievement scores between the post test 2 and posttest 2 in 2010 as a student of the subject of research, so that the minimum value of the course is 51. This shows there is an increase between pretest 1, post-test1 and post-test 2, so that there is about 43%
of students got an A, as much as 25.49% get an B, as much as 9.80% of students much as getting an C, and as much as 1.96% of student get an D.

One of the factors that can affect the value increased during the experiment was the provision of the type STAD cooperative learning method. At the STAD method, the group structure is made in such a way that shows the interaction between the experimental groups to compete to get the best value compared to the other experimental groups. To be the best, then each group should strengthen the team with sufficient mastery of all members of the group with a different role in each person. With the division of groups based on their level of intelligence, as a control variable in this study, then in each group are not immediate interaction process is the transfer of knowledge between all members of the group of students who have low intelligence potential, medium, and high. In addition, the role of leadership in the group leader can elaborate on all potential team members is a key member of the team the best of success as a winner when competing with other experimental groups. For the group will get a reward or award in accordance with previous agreements. Group was awarded best ability groups. This is because the group is able to transfer knowledge well, so as to upgrade the value of students who belong to the category of low intelligence, the better. Thus, in the group of climate occurred between group members motivate each other, making the learning achievement in either group. The award-winning group is the group favorite persona. This is because the group persona even less able to transfer knowledge well to all members, especially those that have a low intelligence level, this group was able to show togetherness, teamwork, and spirit are maintained during the course. Thus this group is able to elect as a favorite.

This is according to Slavin (2009) said that the advantages of cooperative learning methods compared to traditional classroom learning, so it can be divided into theoretical model, among others: a. Theory of motivation; based motivational perspectives on cooperative learning, especially focusing on the awards or objective structure in which the students work. The cooperative goal structure creates a situation in which the only way group members can achieve their personal goals is if the group can succeed. Therefore, to achieve their personal goals, group members should help their teammates to do anything to make the group successful and encourage members of the group to perform maximum effort. Deutsh (1994), Thomas (1957) (in Slavin, 2009) added when students work together to achieve a group goal, making them express the norms of good in doing whatever is necessary for the success of the group. Thus, it can be concluded that the goal is to create a cooperative norms among pro-academic students, and academic pro norms that have important implications for student achievement. In addition, Slavin, also adding that the award (reward) in the form of assessment in a group as a form of contribution of each member in the group, making the motivation for members of the group to increase its contribution.
in the group to achieve a common goal; b. Teori cognitive, emphasizing the influence of cooperation itself (if the group is trying to reach a group goal or not). Cognitive theory is divided into two, namely: (a) Development theory which states that in order to improve student achievement, should be given learning tasks that students can learn in a group interact with each other, through a process of discussion, dealing with conflicts that arise in the group, and with the understanding that higher quality will emerge, (b) Theory of cognitive elaboration, emphasis on elaboration in order to maintain student information in memory. One of the important elaboration is through the process of explaining the material to other friends. Thus, to improve his memory to the information it receives.

However, in this study, there was 1 (one) those failing to use the group as a means to share knowledge, should the essence of cooperative learning method itself. Problems that occurred in the group after in-depth analysis related to it is the split that occurred in the group. Group leader in the group can not organize the group members well. Lack of confidence in each member of the group to make less of the spirit of achievement as in the other groups. Under these conditions, the group members felt uncomfortable being in the group, resulting in the lack of a sense of responsibility on all members of the group for a job well done. Nonetheless, with the remaining forces, there are members of groups that seek to maintain the existence of the group, albeit with difficulty.

This indicates that there is need for other control variables that need to be done by researchers in addition to intelligence, the motivation, or training on building trust in groups or cooperative itself.

Result

Based on these results it can be seen that there is a difference between the results of the pretest, and post-test I and post-test 1 to posttest 2 on variable student achievement for experimental psychology courses before, and after the Learning Cooperative learning methods. That is, there is influence between STAD Cooperative Learning teaching methods to improve student learning achievement in a course of Experimental Psychology Faculty of Psychology, University of Hang Tuah Surabaya.

Additional results of this research is that there are other things that need to be controlled by the addition of intelligence researchers in applying the method - group approach STAD Cooperative Learning this type, among other motivations for each student achievement, personality characteristics, as well as the formation of the team contributing member of the team (individual differences). In addition, the limitations of time and effort to make this process less can run smoothly. In this regard, then the study should be used as a reference for deepening associated with the acceptance of the hypothesis for the development of science.
Suggestion

1. Conduct further research on the influence of the type STAD cooperative learning methods to improve student achievement that includes a new variation on the independent variable and the dependent variable. Another aspect that can be studied relates to methods of cooperative learning are, the motivation, the ability of individuals to join the team, leadership, work ethic, personality, initiative, and achievement motivation students themselves. This is necessary because there are other factors that influence student achievement than IQ.

2. Conduct advanced research related to studying the psychological aspects of how they interrelate in improving student achievement. It will thus be known linkages most influential aspect in improving student achievement as a follow-up in the education process.

3. For other researchers who want to conduct research with the same title and the same research approach (in this experiment), then the treatment should be at the moment, can be formed into an experimental group and a control group, where each group is given a different treatment, so that success can be tested through the comparison of the results.

References


