

CHAPTER I

INTRODUCTION

A. Background

Everyone wants to be successful in working out an activity, including successful in teaching and learning activities. Success criteria are used to guide each person different. Teachers will feel successful if the learning process in the classroom running smoothly. While the learning outcomes or achievements as a bonus for success in the learning process.

The learning process is currently more likely to be less cooperative. Students spend more time to learn on their own, causing gaps in the understanding of each. In addition, learners are less honed his ability when they learn on their own without engaging argument. It would be different, if the teachers use cooperative learning method in the classroom.

Since 2006 has been applied to the Education Unit Level Curriculum (SBC). This curriculum uses constructivist learning paradigm in learning activities. This paradigm has the basic idea that learning should be packed into the process of constructing, not just receive knowledge. This learning process should be considered by every teacher when they give lessons.

Education in Indonesia is still dominated by the belief that knowledge is a set of evidence and facts to be memorized by each learner. Classes are focused on the teacher as the primary source of knowledge. Teachers still use the lecture method as the top choice for learning activities. More learning activities

demonstrate the transfer of knowledge or concepts presented by the teacher to the learner.

On the other hand researcher have also observed the math teachers at Al-Islam 1 Junior High School of Surakarta one that has been used for the PPL. Basically, teachers want to engage students in learning, both in the presentation or group discussion, the teacher makes a combination of several methods of learning such as lectures, discussion, presentation groups and discussion groups. The combination is expected to create more student participation in the learning process. But there are still shortcomings that arise in the field.

Presentation groups were formed by Mrs. Wulan Setyaningsih by taking a lottery. It is not inevitable in the formation of such a group is the group that all members have high capacity, while there is also a group that all members have low ability. The group whose all members have high ability will present the material well, the presentation goes well, they can answer questions properly, and more importantly, many of the students whose participate in presentations and group discussions. Instead, the group members are capability is low would have difficulty in preparing material, difficulties in presentation, less precise in answering and asking questions as well as the lack of students who participate in group discussion and presentation. This will certainly disturb the learning process and learning outcomes are unsatisfactory.

Discussion groups were formed are also not optimal in the learning process. Only two groups look quite interactive and participate in expressing their ideas

and on time to complete the task. The rest is busy working on their own and some even did not do tasks or exercises given for each group.

From the above observations the researchers found that students with low ability get negative feedback in their academic endeavors, while students with high ability get better feedback from teachers and peers. In addition, students who have high ability of compete only with those who are also highly skilled. This difference is makes less students participate in the process of learning. Lack of student participation in the learning behavior of students between such as just 6 students (25%) involved active, 3 students (12%) asked, 2 students (8%) have put forward opinions and suggestions, 4 students (16%) lacking in answering questions, the performance of the group is not timely. In addition, children seemed embarrassed to ask or answer questions that can not actively participate in learning activities.

To engage all students in learning, cooperative learning methods may be appropriate to be applied in the learning process. Cooperative learning refers to a variety of teaching methods in which students work in small groups. In the small groups they are required to help each other in studying the learning materials. With cooperative learning method is expected that each student can help each other and encourage each other to learn so that they can support each other to participate in learning.

Various types of cooperative learning methods included the Student Learning Teams, Student Teams Achievement Division (STAD), Teams Games Together (TGT), Teams Assisted Individualization (TAI), Cooperative Integrated

Reading and Composition (CIRC), Jigsaw, Learning Together, Group Investigation. In conducting this study, the researcher chooses to use cooperative learning model type Learning Together to be applied in mathematics learning activities for students of class of VII at Al-Islam 1 Junior High School. This type was chosen by researcher because it is the simplest one of cooperative learning model. This type is believed to be suitable for the learning of mathematics in Al-Islam 1 Junior High School with a learning environment that tends to be more effective and efficient if done in a group or learning together. Besides the type of cooperative learning model Learning Together shows a balance between the role of the teacher as a source of learning and participation of students in constructing knowledge together or individually.

Learning Together is a model of learning by using heterogeneous groups of four to six students were then given the subject matter and worksheet where they must learn and complete together. This model does not give rise to competition between groups, making it suitable to be used to address issues that have been raised include the following: the distribution uneven group presentations, discussions are less than the maximum thus causing a lack of student participation in the learning process and get less than optimal results.

Based on the explanation above, the writer is very interested in conducting research entitled **"Improvement Of Participation In Mathematics Learning By Using Cooperative Learning Model Type Of Learning Together To Student In Grade VII B Of AL-ISLAM 1 JUNIOR HIGH SCHOOL Academic Year 2012/2013"**

B. Problem Formulation

Based on the background of the problem, then the problem of the subject of the research can be formulated as follows:

1. Does cooperative learning model type Learning Together increase the participation of students in grade VII B of Al-Islam 1 Junior High School of Surakarta academic year 2012/2013 in mathematics learning?
2. How big is the increase of participation of students of class VII B AL-ISLAM 1 Junior High School of Surakarta academic year 2012/2013 in learning mathematics using cooperative learning model type of Learning Together?

C. Research Objectives

Based on the formulation of the problem, the objectives are to determine:

1. General Objective

General objective of this research is to improve the participation of students in learning mathematics.

2. Specific Objective

Specific objective of this research is to improve and to know how big the improvement of the student's participation in grade VII B AL-ISLAM 1 JUNIOR HIGH SCHOOL of Surakarta at even semester academic year 2012/2013 in mathematics learning.

D. Benefits of Research

The results of this study are expected to provide benefits such as:

1. Theoretical Benefits

The results of this study are expected to provide contributions to the world of education especially effective learning methods, and encourage candidates other researchers to conduct further research on education.

2. Practical Benefits

1. For Schools

As advice to develop appropriate teaching and learning strategies in the application of learning in school.

2. For Teacher

As an input/suggestions for teachers in choosing alternatives that can improve learning involvement and participation of students in the learning process.

3. For Students

Provide feedback to students and to participate more actively participate in learning activities.

4. For Researcher

As a reference in an effort to increase participation or the participation of students in the learning process.

E. Definition of Terms

1. Participation

Participation comes from English *participation* means participation or inclusion. The word participation has a broad sense. Participation is the

inclusion of a person's mental and emotional in a group setting that encourages them to develop their power of thought and feeling for the achievement of the objectives, together responsible for the goal. Participation includes a willingness to actively observe and participate in an activity, it expressed willingness to provide a reaction to stimuli presented.

From a variety of expert opinion on the about the definition of participation, the types of participation and the full participation of, then that is an indicator of participation in this research are:

1. Actively involved
2. Asking question
3. Proposing opinions and advice
4. Answering the question
5. Performance groups on time

2. Learning Together

Learning Together is a cooperative learning model that involves students working in groups of four to six people who heterogeneous handle a specific task. These groups give one group results. They receive praise and reward based on the results of the group.

The steps of cooperative learning type of Learning Together are as follows:

1. Teacher present instructional materials;

2. Students in heterogeneous groups of four to six people working on a worksheet;
3. Teachers assess the work of the group;
4. Teacher gives quiz is done individually and assessed as a result of the individual work.