Character of Responsibility through Cooperative Learning Type Course Review Horay (CRH) And Teams Games Tournament (TGT)

Aminah Ekawati, Muhammad Royani
Department of Mathematics Education, STKIP PGRI Banjarmasin
E-mail: aminahkekawati@stkipbjm.ac.id, hmroyanii@gmail.com

ABSTRACT

Character responsibility is a process to foster attitudes on students to complete tasks and duties assigned by the teacher as well. This character can be developed through cooperative learning models. This study uses a cooperative learning model of type CRH and TGT. The purpose of this study to describe characters responsibility on CRH type of cooperative models, and TGT as well as comparing the characters responsibility to use the cooperative model of type CRH and TGT. This study is a quasi-experimental study with two groups of experiments using models post test only control group design. The population is all students of class VII SMPN 2 Sungai Tabuk consists of three classes. Two classes of the population are taken as an experimental class. Learning held at each meeting three times in the material form of algebra. Class VIIB was implemented by CRH and class VIIC was implemented by TGT. To see the characters responsibility use observation sheets filled out by two observers. Furthermore, the calculated average of the scores of observation to look at the qualifications of each and to compare the character of responsibility in both models use two-sample test Mann Whitney test. The results showed that the character qualifications of responsibility on the models CRH is has become the habit and the TGT models have been developed, and there are differences in the character of responsibility through the cooperative model of CRH and TGT.

keywords: Responsibility, CRH, TGT

1.  INTRODUCTION

Character education is the deliberate attempt to optimize the formation of the character of all dimensions of school life (Berkowitz & Hoppe, 2009; Licona, 2009; Akhwan, 2014). According to Skaggs, G., & Bodenhorn, N. (Agboola & Tsai, 2012) The main principle of good character is respect, truth, fairness, and responsibility. Character education in Indonesia is based on nine pillars of the basic character: (1) the love of God and the universe and its contents; (2) responsibility, discipline, and self-contained; (3) to be honest; (4) respectful and polite; (5) compassion, caring and cooperation; (6) self-reliant, creative, work hard, and never give up; (7) justice passage and leadership; (8) good and humble, and (9) of tolerance, of peace, and unity (Zubaedi, 2011). Responsibility is one of the basic pillars of character. Responsibility is the attitude and behavior of people to carry out their duties and obligations, which should be done, against oneself, society, environment (natural, social and cultural), country and God Almighty and have consequences penalties for failure (Hasan, 2010; Yaumi, 2014).

The nature of the responsibility is very highly regarded in Islam. Because of the responsibility

associated with the rights and obligations that must be met. Every human being is a leader who will be accountable for its lead, both lead themselves individually or lead others. And humans have dependents who will be accountable to those dependents. The principle of responsibility is one of the principles established in a number of Qur'an verses including Surah Al-Mudatsirs: 38 that "every soul is responsible for what he has done (Qur'an and Translate, 2015).

According to the six pillars of character developed by the Josephson Institute, responsibilities have characteristics, namely: do what must be done, persistent, always do your best, apply self-control, discipline, think before you act, and is responsible for the choice (Khaeruddin et al, 2011). Meanwhile, according to the Directorate of Personnel (Direktorat Tenaga Kependidikan, 2007) responsibility means to complete all assignments and exercises which it is responsible, carry out instructions as well as possible during the learning process takes place, it can set a predetermined time, serious in doing something, focus and consistent, do not cheat, industrious and diligent during the learning process.

Based on interviews in SMPN 2 Sungai Tabuk there are some problems, such that when the teacher gives the task, there are students who do not work, when the teacher asked already finished or not the assignment casually student answers yet finished, the students did not complete the task with the best and sincerely. This is one example of the character of responsibility. In addition, the learning process for teachers implemented using direct learning model in which teachers become learners center. The problem of lack of responsibility can be overcome by redirecting learning with an innovative teaching model. One innovative model learning cooperative learning.

Cooperative learning model believed capable of dropping off students at a high academic ability and strong character (Licona, 2009; Rustan, 2014). In cooperative learning there is individual responsibility where the student is responsible for the student or other students in the group to understand the material presented by the teacher. Individual responsibility is the key to ensure all members are reinforced by learning activities together. That is, after the joint study group, group members should be able to accomplish the same task. Cooperative learning model many of them are his type 2 Course Review Horay and Teams Games Tournament.

Course Review Horay is one model of learning to encourage students to actively participate in learning, not only want students to learn the skills and academic content, but also train students to achieve the objectives of relationships and social attitudes that in turn affects the academic achievement of students (Suprijono, 2009). CRH Model is a model that was designed in the study to test the students' understanding by using strategy games, where if the students were able to answer correctly then the student will shout "horey". In the learning model Course Review Horay responsibilities are characters that can set predefined time / on time during practice, play, and accomplish a given task.

Cooperative learning model type Teams Games Tournament (TGT), in this model, students occupy a position so dominant in the learning process, where all the students in each group are required to try to understand and master the material being taught and is always active when the working group, so that when appointed to presented the answer can donate score for the group.

Another advantage of this model is in the learning process emphasizes competition conducted by comparing the ability of members in the form of a "tournament". Here the students have to be responsible to be able to get points for the team score by mastering the lessons in order to answer questions correctly.

Based on the above problems, the purpose of this study were (1) to determine the character of the student's responsibility through learning math using the cooperative model Course Review Horay in class VIIB SMPN 2 Sungai Tabuk, (2) to determine the character of the student's responsibility through pembelaaran mathematics using Teams Games Tournament cooperative model in the class VIIC SMPN 2 Sungai Tabuk, (3) whether there are differences in the character of the student's responsibility through learning math using the cooperative model Course Review Horay with Teams Games Tournament in SMPN 2 Sungai Tabuk.

2. METHODS

This research is a quasi-experimental study with two groups of experiments using models Post-test only control group design. The character of responsibility in this study was seen through the application of learning models TGT and CRH in the selected class. The population is all students of class VII SMPN 2 Sungai Tabuk consists of 3 parallel classes in the academic year 2017-2018. While the sample has two classes, with randomized. Class VIIB uses a model of CRH and VIIC uses a model of TGT. Learning implemented in each class 3 times a meeting on algebraic form material. Following the distribution of the population and research sample.

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>The number of students</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIIA</td>
<td>25</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>VIIB</td>
<td>24</td>
<td>Samples</td>
</tr>
<tr>
<td>3</td>
<td>VIIC</td>
<td>26</td>
<td>Samples</td>
</tr>
</tbody>
</table>

This research is to see the characters responsibility not to increase the responsibility characters.

To see the characters responsibility use observation sheets filled out by two observers with providing a checklist mark. The following indicators responsibility uses:

1. Completing tasks ordered by the teacher in a timely manner.
2. Executes the instruction as well as possible during the learning process
3. Focused and consistent during the learning process takes place.
4. Not to cheat during the learning process
5. Honor and respect the rules established during the learning process.
6. Serious in carrying out the tasks assigned
7. Not desperate to complete the task despite difficulties.
8. Can cooperate with teammates.

Every sign the checklist on the observation sheet was given a score of 1, which is not marked checklist given a score of zero. Then the character of the individual student as a percentage calculated using the following formula:

\[ R = \frac{S}{m} \times 100\% \]

To determine the overall character of responsibility is calculated the average value of each meeting. The average yield will be qualified in the following table (Basil, 2014).

### Table 2. Qualifications Character of Responsibility

<table>
<thead>
<tr>
<th>No.</th>
<th>Percentage ((P))</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(81 \leq P \leq 100)</td>
<td>Had become a habit</td>
</tr>
<tr>
<td>2</td>
<td>(61 \leq P &lt; 81)</td>
<td>already Developing</td>
</tr>
<tr>
<td>3</td>
<td>(41 \leq P &lt; 61)</td>
<td>Start Growing</td>
</tr>
<tr>
<td>4</td>
<td>(21 \leq P &lt; 41)</td>
<td>Start Seen</td>
</tr>
<tr>
<td>5</td>
<td>(0 \leq P &lt; 21)</td>
<td>A Not Seen</td>
</tr>
</tbody>
</table>

For a comparison of responsibility character between CRH and TGT uses Mann-Whitney with SPSS 21, with a significance level of 5%, the null hypothesis is no difference of responsibility character between CRH and TGT.

### 3. RESULTS AND DISCUSSION

Here are the data on the observation level of character development responsibility at each meeting using model CRH. From Graph 1 is known developmental level of character responsibility of students, the number of students has become a habit increased from 15 to 18 and 20, the qualification has been developed has decreased the number of students from 8 to 6 and 4, while the qualifiers began to develop at the meeting of 2 and 3 were not There are more.

![Graph 1. Development of Character Level Meeting Responsibility CRH](image)

Based on observations percentage level development meeting is presented in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Percentage</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>83.30</td>
<td>Had become a habit</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>89.10</td>
<td>Had become a habit</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>90.1</td>
<td>Had become a habit</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>87.50</td>
<td>Had become a habit</td>
</tr>
</tbody>
</table>

Here are the data on the observation level of character development responsibility at each meeting using TGT learning model. From Figure 2 unknown developmental level of character responsibility of students, the number of students has become a habit pengalami an increase of 5 to 10 and 15, the qualification has been developed to experience the scaling from 13 to 12 and 9, qualifying began developing decreased from 4 to 2 and 2, and qualifying starts to look decreased from 4 to 2 and 0.

Graph 2. The development of character responsibility level meeting TGT

The following is data of character Responsibilities use TGT learning model.

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Percentage</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>66.30</td>
<td>already developed</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>78.40</td>
<td>already developed</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>88.00</td>
<td>Had become a habit</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>77.56</td>
<td>already developed</td>
</tr>
</tbody>
</table>

Based on data from responsibility character of TGT model of CRH and then performed the following normality test data normality test results:

<table>
<thead>
<tr>
<th>class B</th>
<th>class C</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>24</td>
</tr>
<tr>
<td>Test Statistic</td>
<td>186</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.031c</td>
</tr>
</tbody>
</table>

c. Significance Lilliefors Correction.

Because the value Asymp.Sig gained ≤ 0.05, both the data are not normally distributed so that testing performed using non-parametric test of two averages, namely the Mann Whitney test. Here are the results of Mann-Whitney test.

<table>
<thead>
<tr>
<th>var00001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
</tr>
<tr>
<td>Wilcoxon W</td>
</tr>
<tr>
<td>Z</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

Because the value Asymp.Sig gained ≤ 0.05, null hypothesis is rejected so that there are differences in the character of Responsibilities between using the model of CRH and TGT.

Character is not easy to set up, but the character was formed by habituation and conditioning with the cooperative model is applying students are conditioned to be responsible for the group. Of the two models used in model CRH character turns the onus is on the qualification has become a habit while at IGT is the qualification has been developed. At CRH model learning process is going well. Model CRH is one of active learning to direct the attention of students to the material he studied, the students are expected to more enthusiasm in learning because learning is not menoton, the atmosphere is not tense and students will be easier to understand math (Suprijono, 2009). Each student is responsible students to the group's success.

While TGT model at a meeting of 1 and 2 takes place not optimal this is because the TGT model there are five learning steps that class presentation, teams, games, tournament and team recognition [14], this stage is more complicated than CRH so that it takes more old in the learning process. Besides, by the time the tournament students will compete with their friends who have similar skills, here the character of responsibility plays a role. But it turns out the character of the responsibility of meeting 1 and 2 on TGT model does not appear as good as the character of responsibility at the meeting of 1 and 2 on the model of CRH.

4. CONCLUSION

Based on the results of the study concluded that:
1. characters responsibility on the model of CRH are in qualification has become a habit.
2. characters responsibility on TGT model currently on the qualification has been developed.
3. there are differences in the character of responsibilities between CRH and TGT models.
REFERENCES


Certificate

This is to certify that:

Aminah Ekawati, S.Pd., M.Sc.

has attended

International Conference on Mathematics and Islam

"Contextualization of Mathematics Through Islamic Values Integration"

as a Presenter

August 3rd-5th, 2018

Mataram, Indonesia

Chairman

Organizing Committee,

Dr. Elly Susanti, M.Sc.

Chairman

ADMAPETA Head Office

Ahmad Hanif Akhyar, M.Si.

Chairman