

Coorperative Learning

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**COOPERATIVE LEARNING METHOD TYPE NUMBERED
HEADS TOGETHER (NHT) STUDENTS IN EFFORTS TO
INCREASE LIVELINESS AND MATERIALS
MANAGEMENT MARKETING MASTERY IN ECONOMICS
FACULTY MUHAMMADIYAH UNIVERSITY OF NORTH
SUMATRA**

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Abstract

This research aims to enhance the activity of the students in the lecture courses marketing management in particular through the implementation of cooperative learning Numbered Heads Together (NHT) and to find out how far the mastery of course material marketing management with the implementation of cooperative learning Numbered Heads Together (NHT). This research is a classroom action research using cooperative learning strategies Numbered Heads Together (NHT). Data collection techniques in this research test methods in order to determine student results, the documentation which is to get important records related to the problem of learning, observation of the conduct of recording in behavior as a group or individually, interviews with the aim of revealing data on the implementation of lectures through a cooperative learning approach Numbered Heads Together (NHT). The data analysis used in this study with descriptive analysis. From the results of this research study marketing management using the type Numbered Heads Together (NHT) may enhance the activity and student mastery of the material.

Keywords: *Cooperative learning, learning Type Numbered Heads Together (NHT), the activity of students, mastery of the material*

I. Introduction

Marketing management courses are compulsory subjects that must be followed by students of the Faculty of Economics Department of Management, Muhammadiyah University of North Sumatra. This course will be met students during the students are in the third semester. Marketing courses is considered by students is a subject that talks about selling a product.

In fact the course of marketing management is a subject which very many benefits for students for the future, that is, if the student has completed the course if they work or own a business. Because in the course of marketing management discusses offer a product before it is derived until the product is ready to be marketed. Therefore, in the course of marketing management is needed liveliness and mastery of subject matter to the students so that students can face the situation on the ground.

If seen, learning marketing management courses at the Faculty of Economics, University of North Sumatra Muhammadiyah has not been accomplished in accordance with the expected. It is seen from the previous semester that the lecturer in conducting the learning process they use learning methods that conventional learning activities that tend to be centered on the lecturer.

Conventional learning has a negative impact for the students because this can lead to learning methods gained mastery of students just copy notes from lecturers and

memorizing the material presented by the lecturers. In addition to teaching also lead to a lack of interaction between students and lecturers.

Therefore, to engage students actively in learning activities, both physically and socially, the lecturers can use cooperative learning methods Numbered Heads Together (NHT). Due to the cooperative learning method students not only hear and record what is described by professors but students can interact, bold, conveying its ideas, work together, increase a sense of responsibility, and gained extensive learning experience. So that students understand the material being taught and student learning outcomes can be improved. lectures in other words more students to listen to the explanation from the lecturer in class.

NHT cooperative learning method based on the results of research conducted by Slavin (1995) in Rusman (2013: 205-206) states that: (1) cooperative learning can improve student achievement while increasing social relationships, cultivate an attitude of tolerance and respect the opinions of others, (2) cooperative learning can meet the needs of students in critical thinking, problem solving, and integrate knowledge with experience.

Numbered Heads Together method of learning is done by classifying all into small groups of 4-6 people. Experienced difficulty understanding the material can be solved together with the members of the group with the guidance of the lecturer. For that learning Numbered Heads Together focuses on the activity of students and requires good social interaction between all the groups. Learning Numbered Heads Together (NHT) provides an opportunity for students to share ideas and consider the most appropriate answer. In addition, learning Numbered Heads Together also encourages students to improve students' spirit of cooperation.

Based on the background that the author has described, then that becomes a problem in this research is how the implementation of cooperative learning Numbered Heads Together (NHT) to enhance the activity as well as mastery of the material in the course of marketing management. The purpose of this study is to enhance the activity of the students as well as mastery of the material in the lecture courses marketing management in particular through the implementation of cooperative learning Numbered Heads Together (NHT).

II. Teoritical Framework

Learning Model

Understanding Learning Model

The learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives, and serves as a guideline for the designers of learning and teachers plan learning activities - teaching. The learning model is a conceptual framework that describes a systematic procedure for organizing a learning experience to achieve the learning objectives. (Soekarno in Rohman: 2013).

Based on the above understanding can be seen that the learning model is a pattern or framework used by lecturers to guide and teach students in the classroom to achieve learning objectives and serve as guidelines for the designers of learning and teachers plan learning activities - teaching. With the learning model can help lecturers to give change in teaching and learning in the classroom.

Distinctive Learning Model

According Trianto (2010) traits learning model are: (1) Rational logical theoretical prepared by the creators and developers; (2) Rationale about what and how students learn

1 (learning objectives to be achieved); (3) The behavior of teaching required so that the model can be implemented successfully; (4) The learning environment necessary for learning objectives that can be achieved.

Also according to Nieveen in Trianto (2010) also describes the learning model is said to be good if it meets the following criteria: (1) Sahih (valid). Aspects of the validity attributed to two things: (a) whether the model was developed based on strong theoretical rationale; and (b) the expert's and whether there is internal consistency. (2) Practice. Practicality aspect can be met if: (a) experts and practitioners argue that what is developed can be applied; and (b) the fact shows that what is developed that can be applied. (3) Effective. In connection with the effectiveness of this, Nieveen provide parameters as follows: (a) expert and practitioner based on his experience stated that the model is effective; and (b) are operationally the model provides results as expected.

Study of Cooperative Learning Model

Definition of Cooperative Learning Model

Rusman (2012) model of group learning is a series of learning activities conducted by the students in groups to achieve the objectives that have been formulated. Cooperative learning is also defined as a structure common task in an atmosphere of togetherness among members of the group. (Etin S²⁸lihatin: 2011).

Vienna Sanjaya (2014) state cooperative learning is a learning model by using the grouping system or a small team. The purpose of this grouping of small teams of between four to five students who have a background in academic ability, gender, race, or ethnicity were different (heterogeneous). The scoring system is done against the group. Each group will receive awards (reward), if the group was able to demonstrate the required results, thus, each group member will have a dependency.

It is important in cooperative learning model is that students can learn to work with friends (Hamzah: 2011). This cooperative learning, a more capable companion can help a friend who is weak. Each member of the group still contribute to the outcome of the working group. Students also have the opportunity to socialize with members of the group.

Characteristics of Cooperative Learning Model

Vienna (2014) Characteristics of learning consists of four, namely learning team, based on cooperative management, willingness to cooperate, and cooperation skills. Of the four characteristics can be explained as follows: (1) Learning as a team. Cooperative learning is learning that carried the team. Tim is a place to reach the goal. Therefore, the team should be able to make every student learn. Each team member should help each other to achieve the learning objectives. (2) Based on cooperative management. Cooperative management has three functions, namely: (a) the functions of management as planning and conducting showed that cooperative learning is implemented in accordance with the planning, and learning steps that have been determined. (b) management functions as an organization, showed that cooperative learning requires careful planning for the learning process to be effective. (c) management functions as a control, showed that in cooperative learning success criteria need to be determined whether through a test or nontes.

(3) Willingness to cooperate. The success is determined by the success of cooperative learning in groups, therefore the principle of unity or cooperation should be emphasized in cooperative learning. Each member of the group not only have to set the duties and responsibilities of each, but also instilled the need to help each other. (4) Skills cooperation. Willingness to cooperate was then put into practice through activities in the activities portrayed in the skills of working together. Thus, students should be encouraged

to be willing and able to interact and communicate with other members. Students need to be helped to overcome various obstacles in interacting and communicating, so that each student can express ideas, opinions, and contribute to the success of the group.

Characteristics Of Cooperative Learning Model

Cooperative learning model has several characteristics (Tukiran: 2010). The following characteristics of cooperative learning. The characteristics of cooperative learning are: (1) Study together with friends, (2) During the learning process occurs between friends face to face, (3) Mutual listen to opinions among the group members, (4) Learning from their own friends in the group, (5) Learning in small groups, (6) Earning talk or mutual expression, (7) Students are active.

Steps Cooperative Learning Model

Trianto (2012) states there are six major steps or stages in their lessons using cooperative learning, the measures are shown in Table 1.

Table 1. Steps Cooperative Learning Model

Phase	Teacher Behaviour
Phase – 1 Outlines the objectives and motivate students	Teachers deliver all destinations lessons to be achieved in these lessons and motivate students to learn
Phase – 2 Presenting information	Teachers communicate information to students with street demonstrations or through reading materials.
Phase – 3 Organize students into cooperative groups	Teachers explain to students how to form study groups and help each group to make the transition efficiently
Phase – 4 Guiding the group work and study	Teachers guide groups learn by the time they do their work.
Phase – 5 Evaluation	Teachers evaluate learning outcomes on material that has been learned or respective each group presented their work.
Phase – 6 Reward	Teachers looking for ways to reward both effort and learning outcomes of individuals and groups.

Assessment of Cooperative Learning Model Numbered Heads Together (NHT)

Definition of Cooperative Learning Model Numbered Heads Together (NHT)

Trianto (2010) stated Numbered Heads Together (NHT) is cooperative learning designed to influence patterns of interaction a student and as an alternative to the traditional class structure. Cooperative learning model Numbered Heads Together (NHT) was first developed by Spenser Kagen to involve more students in reviewing the material covered in the lesson and check their understanding of the lesson content.

Steps Cooperative Learning Model Numbered Heads Together (NHT)

In asking the question to the whole class, the lecturer uses four phases as a syntactic structure NHT (Trianto: 2012) : (1) Phase 1: Numbering, In this phase, lecturers divide students into groups of 4-5 students and each member of the group is given a number between 1-5. (2) Phase 2: Asking questions, Lecturer ask a question to the students. Questions can vary. Questions can be very specific and in a form and in a question form. (3) Phase 3: Think with, Students unite its opinion on the answers to these questions and convince each member of his team know the answer. Students work together and exchange ideas to solve the problem. (4) Phase 4: Answering, Lecturers call a specific number, then the appropriate number of students raised her hand and tried to answer the question for the whole class.

Steps cooperative learning model Numbered Heads Together (NHT), namely: (1) Students were divided into groups of 4-5 people. Each student in each group received a different number. (2) Lecturers give assignments and each group to do it. (3) The group discusses the correct answers and ensure that each member of the group can do it and find out the answer. (4) Lecturers call one of the numbers of students and the number to be dialed to report the results of their cooperation in the front of the class. (4) Lecturers have students from other groups to respond to the results that have been presented, then a lecturer appoint another number to report the results of that group until the finish. (5) Lecturers and students conclude materially from the results that have been reported by each group

Activeness Learning

Paul B. Diedrich in (Oemar Hamalik 2005) divides the learning activities of students in 8 groups, namely: (1) Visual activities (visual activities) such as reading, watching experiments, demonstrations, exhibitions, and watching other people work or play, (2) Oral Activities (activities oral) as posited a fact, connecting sutu events, ask questions, give advice, opinions, interviews, discussions, and interruptions, (3) Listening Activities (activities listen to) such dictations, conversations, discussions, music, speeches, and so on, (4) Writing activities (activities writing) such as story writing essays, reports, tests, questionnaires, copying, and so on, (5) Drawing activities (activities drawing) such as drawing, graph, map, diagram, patterns, and so on, (6) Motor activities (activities motor) like to experiment, create construction, the model playing, gardening, keeping pets, and so on, (7) Mental activities (mental activities) as contemplate, remember, solve problems, analyze, look at relationships, make decisions, and so forth, (8) Emotional activities (activities emotionally) as interested, bored, happy, brave, calm, nervous, and so forth.

Mastery of Matter

Mastery means to master or exploit, the understanding or the ability to use knowledge, understanding (Indonesian Dictionary, 2001). While in the psychology of mastery learning can be interpreted to apply, generalize, organize, clarify, modify the structure of a problem (Ngalim Purwanto, 2002). Based on such understanding can be stated that the acquisition was an understanding. Understanding not only mean knowing that are given (recitation of), but were able to express in another form or with your own words so easy typing meaning of material being studied, but did not change the meaning in it.

Matter is something so material thinking, negotiating, writing and so forth (W.J.S. Poerwadarminto, 1996). Matter is an abstraction that represents a class of objects, events, activities or relationships that have the same attributes. The material required to obtain and communicate knowledge as to master the material can gain new knowledge that is not limited (Dahar, 1996).

III. Research Methods

This type of research is used as a reference for this research is the Classroom Action Research (PTK). The term in English is Classroom Action Research (CAR) the name, it shows the contents contained therein, namely a research activity carried out in the classroom.

Class Action Research (Classroom Action Research) is one type of research that seeks to solve the problems facing faculty associated with the learning process in its own class. Class Action Research aims to improve and enhance the quality of learning and help to empower teachers to solve learning problems in school.

Flowchart design cycle class actions can be seen as follows:

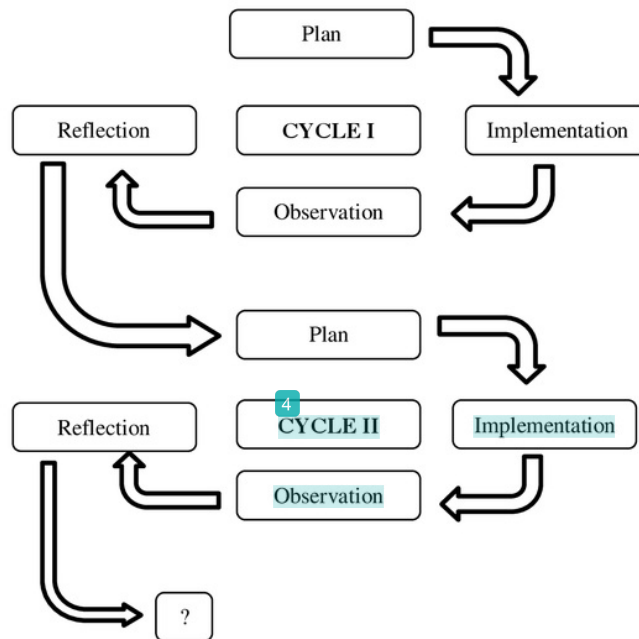


Figure 1. Class Action Research Cycle (Arikunto, 2010)

The data collection techniques in this study are: (1) The test is a set of stimuli (stimulation) given to someone with the intent to get answers form the basis for scoring points. (2) Observation is a process of observation and recording in a systematic, logical, objective and rational about various phenomena, both in the actual situation and in an artificial situation. (3) The interview is the submission of questions by one person to another with the intent to get information about something. (4) Field notes are written records of what is heard, seen, experienced, and well thought out in the context inference reflection data to the data in qualitative research. (5) Documentation is a data collection techniques to collect and analyze the documents, both written documents and electronic images.

IV. Results And Discussion

In this research faculty to apply the method Numbered Heads Together (NHT) in course of marketing management. This research was conducted through a second cycle in which the first cycle consists of 4 meetings and the second cycle consists of 4 meetings and at the end of the lessons learned in the form of test results. From the results of the study consisted of a post test value for each cycle.

The results of post-test function to see the end of the ability of the students after the implementation of the method. Student activity observation data can be found in the appendix table in the first cycle there are still many students who are less active and less control of the learning materials. As well as the first cycle of the test results seen in students' ability to master the course of marketing management is still low. This is because the interest of student learning is still lacking.

Furthermore, in the second cycle students have started active visits from student activity observation data has been changed. Where the first cycle there are still many students who are less active and less mastered the material in the learning process, but in the second cycle of activity of students in the learning process has been very good. Therefore, the results obtained from the learning activities can be seen in the first cycle and the second cycle which increase student learning outcomes through the first cycle to the second cycle can be seen from the graph below:

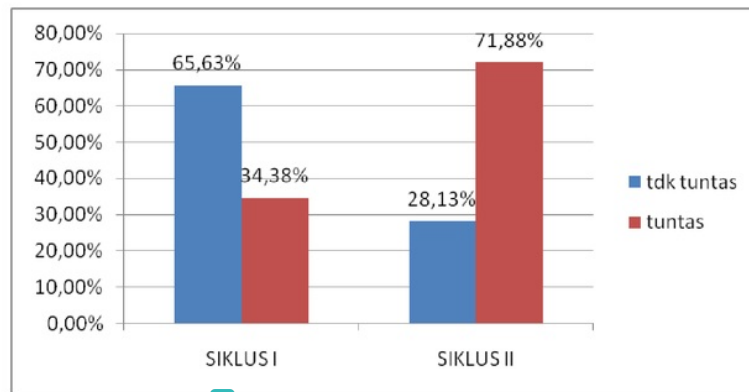


Figure 2. Results of studying the first cycle and the second cycle

Based on the chart above that the results of student learning management class IIIB afternoon Muhammadiyah University Of North Sumatera Faculty of Economics in the course of marketing management is good. This can be seen by observing the graph above that the learning outcomes of marketing management in the first cycle of students with learning completeness amounted to 34.38%, while in the second cycle students gain mastery learning of 71.88%. That is an increase in learning outcomes in the second cycle than in the first cycle by observing the graph above it can be seen that the analysis of learning outcomes in post test II second cycle turns out to better results and increased liveliness and mastery of students' learning is significant, but teachers should still provide guidance further, The method of Numbered Heads Together (NHT) in the course of marketing management can be applied in order to improve the quality of learning better.

V. Conclusions And Recommendations

That application of the method of Numbered Heads Together (NHT) is able to enhance the activity and mastery of subject matter in the eyes of college student self-marketing management. It can be seen from the analysis of data that increases student learning outcomes using the method of Numbered Heads Together (NHT) in the subject of marketing management, where student results in the first cycle is not finished by 65.63% and in the second cycle of 28.13% while the learning outcomes of students in the first cycle are gaining mastery of 34.38% and the second cycle of 71.88%, it is seen that an increase learning outcomes in the second cycle than in the first cycle, it means that the method of Numbered Heads Together (NHT) that is used for marketing management courses can enhance the activity as well as mastery of the material.

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