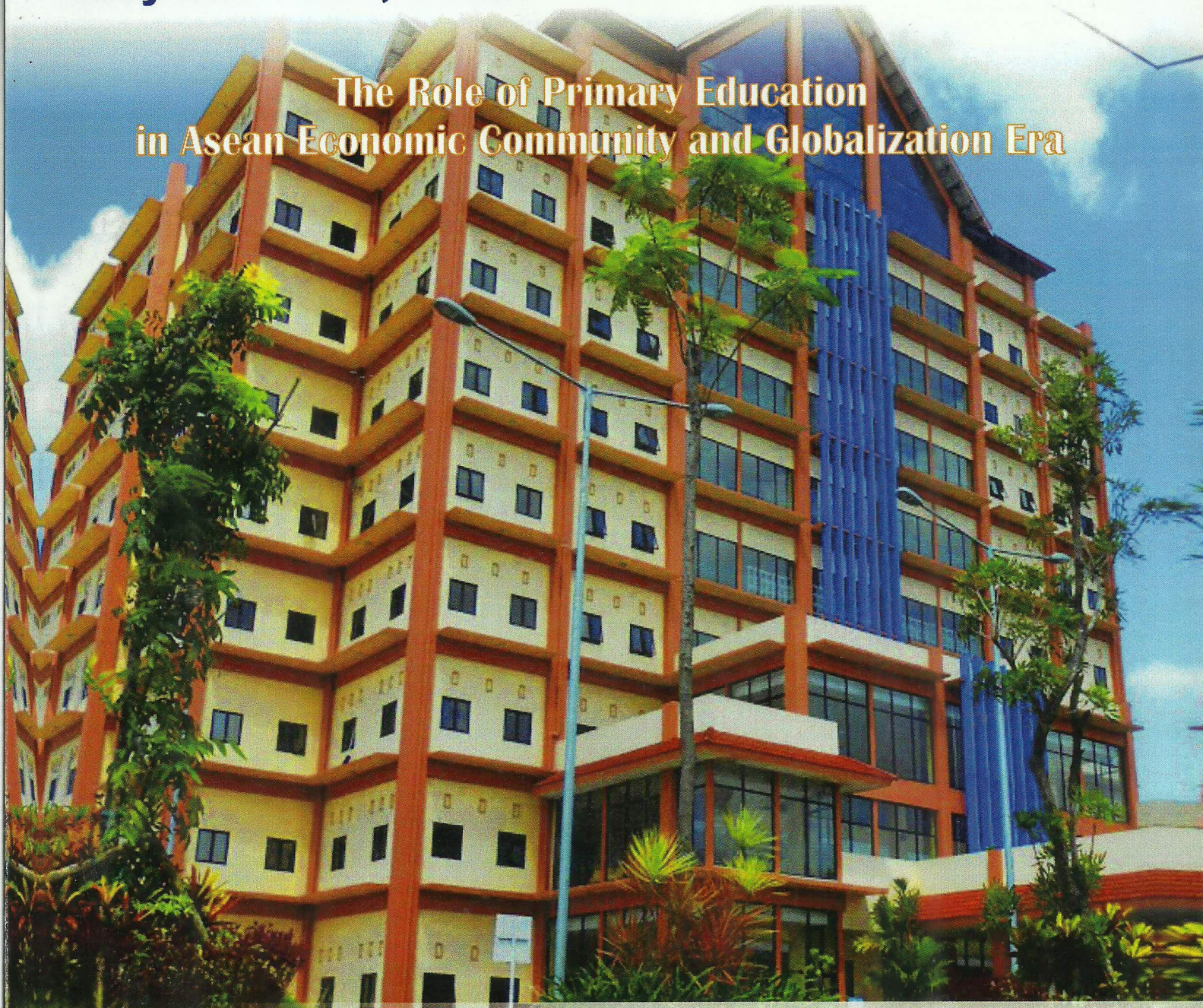


PROCEEDING

INTERNATIONAL CONFERENCE OF PRIMARY EDUCATION
May 28th - 30th, 2016

**The Role of Primary Education
in Asean Economic Community and Globalization Era**



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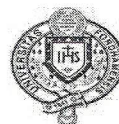
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website: <http://www.pendidikandasarpascasarjanaunesa.com>
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<http://e-journal.pendidikandasarpascasarjanaunesa.com/ojs/index.php/3>
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Published 1.000 Copies (CD-ROM)

ISSN : 2527-5623

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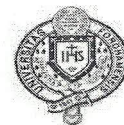


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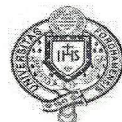
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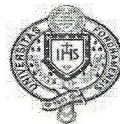
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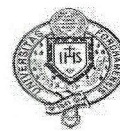
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Practicality Physics Module Class X Using Cooperative Learning Model With a Peer Assessment

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Abstract

The low results for students at SMA Muhammadiyah 1 Banjarmasin caused by low student interest. This is due to the school students simply record information from teachers and no modules are used in physics learning. Products developed in the form of Physics module using cooperative learning model research associate with the object of class X-A SMA Muhammadiyah I Banjarmasin. Penelitian aims to describe the practicality of the module. Data practicality module obtained through student questionnaire responses of the modules used during learning. Aspects assessed from responses include ease of use, usefulness and efficiency pembelajaran. Teknik time data analysis is a quantitative descriptive analysis module practicality. The results showed that the modules developed practical category.

Keywords: practicality, peer asesmen, module

1. Introduction

Interest and students' motivation is very important in the learning activities. Interest in learning will encourage students to learn at their own desires, instead of being forced. If the student already has his own desire to learn, the teacher only needs to guide the students to achieve the learning objectives. Teacher in charge to motivate students with a range of appropriate methods, thus creating a pleasant atmosphere of the class. Pleasant classroom atmosphere will increase student interest.

Most of the teaching and learning activities in schools are not in line with expectations above, included in SMA Muhammadiyah I Banjarmasin. Based on observations conducted by researchers at SMA Muhammadiyah I Banjarmasin, it appears that the subjects Physics is one of the subjects that are not liked by the students especially in Class X. This is because the subjects of Physics is considered as the most difficult subjects and boring. During each following study, students only get a lecture from the teacher so that students are less active during learning. Classroom-based assessment system undertaken by the teacher can make students receive immediate feedback, when vituperation Feedback is very important to be accepted immediately by students for students to know the lack of learning. By because it is required in addition to the assessment of assessments accompanying teachers. In addition, students only recorded material presented by the teacher. So the need to find a teaching system that can be used by students to learn independently, by learning who was accompanied by a textbook in the form of modules.

Modules are printed instructional materials designed to be studied independently by study participants. The module is also called the media for independent study because it has been equipped for self-study guide. That is, the reader can do without the presence of the teaching and learning activities directly. Language, patterns, and the nature of the other requirements contained in this module is set up so he pretends to be a "language teacher" or a language teacher who was giving instruction to his disciples. So from that, the media is often



called self-instructional materials. Teachers do not directly teach or teach something to his face-to-face, but enough with these modules (Depdiknas, 2008: 5).

According to Surahman (Prastowo, 2015), the module is the smallest unit of learning programs that can be learned by students individually (self instructional), after participants completed a unit in the module, then participants can move forward and study the next module unit. Learning modules, as developed in Indonesia, is a package of learning materials (learning materials), which contains a description of the learning objectives, the sheet guide teachers or instructors explain how to teach the efficient, reading materials for participants, sheets of the answers on sheets of paper work participants and evaluation tools of learning.

So, the module is a media that is designed to be used by the learners to learn independently. Serving the material in the module must be complete and clearly, there are instructions for using the module, there are learning objectives to be achieved, there are exercises to evaluate the achievement of learning objectives.

According to Johnson and colleagues (2012: 4), cooperative learning is a learning process that involves the use of small groups that allow students to work together on it in order to maximize their own learning and learning from each other. The idea is simple, after receiving lessons from teachers, class members are divided into small groups. They then work on a job until all group members successfully understand the material well and finish the job.

Lie in Hosnan (2014: 244) states that the cooperative learning model was developed to achieve at least three learning objectives, ie academic learning outcomes, the acceptance of individual differences, and social skills development. The principle of cooperative learning, namely, (1) positive interdependence, (2) the responsibility of individuals, (3) face to face, (4) communication among members, and (5) evaluation of the group process.

According to Liu and Yuan was quoted by Utomo (2011: 56) that among many alternative assessment methods developed lately is a colleagues assessment. A peer assessment is an assessment technique that involves the students to evaluate the work (performance) with each other with regard to the process and the achievement level of competence that it controls, which are based on objective criteria that have been set.

colleagues assessment is a form of assessment is conducted to obtain feedback information obtained from peers, other than those obtained from the teacher. In the peer review activities involving students access each competency mastery peer group. colleagues assessment applied as a complementary formative assessment, so the colleagues assessment was developed to determine the progress of students' learning progress (Wijayanti, 2010: 132).

Johnson & Johnson in Utomo (2011: 56) states that the reasons for involving students in the assessment include: (1) may be scaling up the quality of decisions taken on the assessment, (2) can increase the commitment of the students to apply the method of assessment is best, (2) can reduce students' attitudes towards feedback resistance, (4) can improve student achievement, (5) can provide great motivation to learn and build a positive learning attitude, and (6) can improve students' self assessment.

As a complement to the assessment, colleagues assessment has many benefits for students, among others: to train the students to have a sense of responsibility, working together in groups. Students become brave reflect performance based standards mastery learning which has been determined and compared with the others, so that raises the spirit of trying to achieve learning goals (Wijayanti, 2015: 132). So, colleagues assessment suitable for use with cooperative learning in physics learning to encourage and increase student motivation and indirectly can be used to evaluate their own work.

2. Research Methods

Practicality modules that have been developed and used after the completion of learning activities can be measured through the implementation of learning modules can be



implemented properly. Practicality modules can be viewed through three aspects of ease of use of the module, modules and efficiency benefits of learning time by using modules developed (Daryanto, 2013). Practicality module will be measured through student questionnaire responses for students who use the modules on the learning process so they can instantly feel the three aspects of the indicator module practicality.

Data practicality module based on student response analysis covering the aspects of ease of use, usefulness and efficiency of learning time. Student response is calculated based on the average in each category. For positive and negative statements given to the statements in the student questionnaire responses were made to the provisions in Table 1

Table 1 Scoring Positive And Negative Statements Based On The Likert Scale

No	positive statements	Pernyataan negatif	Nilai
1	Strongly disagree	Strongly agree	1
2	Disagree	agree	2
3	Doubtful	Doubtful	3
4	Agree	Disagree	4
5	Strongly agree	Strongly disagree	5

(Ratumanan, 2006: 95)

To calculate the average score of each aspect using the formula: $X = \frac{\sum X}{n}$

Where X is the average score or score empirical every aspect of quality, n is the number of assessors, and $\sum X$ is the total score of each sub aspects of quality. Scores have been obtained and then adjusted to the range of predetermined criteria, in order to obtain qualitative criteria with the guidelines in Table 2

Table 2 Criteria for student responses

No	Formula	Average of Score	Criteria
1	$X > \bar{X}_i + 1,8xsb_i$	$X > 4,2$	Very good
2	$\bar{X}_i - 0,6xsb_i < X \leq \bar{X}_i + 1,8xsb_i$	$3,4 < X \leq 4,2$	Good
3	$\bar{X}_i - 0,6xsb_i < X \leq \bar{X}_i + 0,6xsb_i$	$2,6 < X \leq 3,4$	Enough
4	$\bar{X}_i - 1,8xsb_i < X \leq \bar{X}_i - 0,6xsb_i$	$1,8 < X \leq 2,6$	Less
5	$X \leq \bar{X}_i - 1,8xsb_i$	$X \leq 1,8$	Very less

(Widoyoko, 2014: 238)

Description:

$$\bar{X}_i = \text{Average of Score} = \frac{1}{2} (\text{maks score} + \text{minscore})$$

$$sb_i = \text{simpagan baku ideal} = \frac{1}{6} (\text{maks score} - \text{min score})$$

X = empirical score

3. Results And Discussion

Practicality modules measured by student questionnaire responses were distributed after learning modules developed using completed. Respondents consisted of 26 students of class X-A SMA Muhammadiyah I Banjarmasin. Students are asked to complete a questionnaire in accordance with its own opinion after studying with a Physics module developed. Results analisisangket student responses in Table 3

Table 3 Results of the analysis of student questionnaire responses

Aspect	Average of Score	Maksimal Score	Category
Ease of Use	3,80	5	Good
Benefit	3,86	5	Good
Time efficiency	4,04	5	Good
Entirety	3,90	5	Good

In the aspect of ease of use is obtained average of score of 3.80 in both categories, the aspect of the benefits obtained mean score of 3.86 in both categories, and the aspect of time efficiency obtained mean score of 4.04 in both categories. Overall obtained a score of 3.90 in both categories.

Based on the analysis (Appendix 14) against the student questionnaire responses, found that the aspects of ease of use is obtained average of score of 3.80 in both categories. This shows that the modules developed using language that is easily understood by high school students of class X and material systematically arranged so as not to confuse the students. This is in accordance with the opinion of Daryanto (2013: 47) modules are used as teaching materials for self-learning, the language used is the language that conditioned conversation as if readers melakukan conversation when I read.

In the aspect of the benefits obtained average of score of 3.86 in both categories. This shows that the modules developed material presented in modules can help students learn independently or with minimal guidance from teachers and correspond to the learning objectives, worksheets contained in the module can be used to train students' understanding, tasks and discussions within the module can be used to determine student learning outcomes. It is as disclosed Daryanto (2013: 9) that the module is one form of teaching materials that are packed full and systematic, are contained within a set of learning experiences are planned and designed to help learners achieve specific learning objectives.

In the aspect of time efficiency obtained average of score of 4.04 in both categories. This shows that learning by using modules developed to help teachers in presenting the material and can be used for self-study outside of school hours so the time to learn to be more efficient. This is consistent with the statement Daryanto (2013: 9) that serves as a means of learning modules that are independent, so that students can learn independently according to their own pace.

Overall the students' response to modules developed given a score of 3.90, with both categories. These results demonstrate the practicalities of the module, the module is practically used by students.

4. Conclusion

Practicality modules in the practical category on the response of students by charging a questionnaire containing aspects of ease of use, usefulness and efficiency of learning time.

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