

The Effect of Co-Op Co-Op Model and Self-Confidence on Students' Learning Outcomes in Economic Lesson for Eleventh Grade of Social Science at SMA N 1 and SMA N 3 Bukittinggi

Nofrialdi Nofrialdi^{1*}, Marwan Marwan²

^{1,2} Economic Faculty, Universitas Negeri Padang, Indonesia

*Corresponding author. Email: nofrialdi@gmail.com

ABSTRACT

The purpose of this study is to reveal that: (1) the differences in economic learning outcomes of students who are taught the Co-op Co-op model with the conventional model. (2) the difference in economic learning outcomes of students who have high self-confidence are higher with lower self-confidence. (3) Interaction of learning models and self-confidence on learning outcomes. This type of research is quasi-experimental. The study population was all students of Class XI at SMAN I and SMAN 3 Bukit Tinggi. Samples were taken using purposive sampling technique. Class XI IPS2 SMAN 1 Bukittinggi as the experimental class and class XI.IPS 2 SMAN 3 Bukittinggi as the control class. This study uses primary and secondary data types. The data analysis technique used is two-way ANOVA. The results showed that (1) there was a difference in the results using the Co-op Co-op learning model which was higher than the conventional learning model. (2) students who have high confidence have higher learning outcomes than students who have low self-confidence. (3) there is no interaction between the learning model and confidence in learning outcomes.

Keywords: *Co-op Co-op Model, Self Confidence, Learning Outcomes*

1. INTRODUCTION

Education now has an important role and responsibility to educate students who are ready to face the challenges of the 21st century. In this 21st century, learning must be able to increase the competitive abilities needed in the 21st century with a focus on developing 21st century skills, namely critical thinking, problem solving, communication skills, ICT, Information and Communication Technology, information literacy, and media literacy [1].

Teachers in the 21st century serve as role models for trust, openness, perseverance and commitment for their students in the face of uncertainty in the 21st century. In this 21st century, learning has the main principle as student-centered learning, collaborative, contextual and integrated with the community [2]. [2].

In the 21st century, a person must have several skills, namely the cognitive, affective and social cultural domains. Cognitive domains include the ability to manage information using tools, resources and the ability

to find through the discovery process, construct knowledge through the information process, give reasons and think critically, knowledge of the analytical process, assess, evaluate, and solve problems; metacognitive and creative thinking skills. The affective domain includes sub-domains: self-identity, namely being able to understand self-concept, self-confidence, and personal image; able to determine the values that become personal values and views on each problem. Self-direction is shown by controlling oneself and being able to direct to achieve goals within the framework of common interests. Self-accountability is shown by initiative, initiative, responsibility, and an attitude of accepting and completing one's responsibilities. The domain of social culture is indicated by being actively involved in membership of social organizations, being accepted in the social environment, and being able to socialize in the environment. The framework of the 21 skills studied is about the affective domain, namely self-concept and student self-confidence. To obtain 21st century skills, it can be obtained through teaching and learning process [3].

Likewise in economics learning, teachers should apply 21st century skills, especially the 4 C's in the activities of the learning process. Through economics learning students are able to think critically, think creatively, collaborate and communicate in dealing with economic problems in students' daily lives.

The teaching and learning process in economics subjects at school certainly have a purpose. The purpose is all students can get better learning outcomes. The term results can be interpreted as an achievement of what has been done. We can know the success of students learning from the improvement of cognitive, affective and psychomotor abilities, which is indicated by the scores obtained by students in economic subject.

To obtain good learning outcomes, there are several factors that influence it. There are factors that come from within the student; there are also those that come from student outside factor. Factors that affect learning outcomes are grouped into two, namely factor from within students and factors from the environment. Factors from within students consist of health, intelligence / intelligence, interests, motivation, and ways of learning. Meanwhile, the environmental factors consist of the family environment, school environment, and community environment [4].

The implication of the implementation of the new curriculum (Curriculum 2013) will automatically has an impact on the design of the learning process. There are several new learning models recommended by the government to be implemented in the implementation of the 2013 curriculum in welcoming 21st century learning, one of which is Co-op Co-op type of cooperative learning model. Several studies have shown that cooperative learning models can improve learning outcomes. [5]

Co-op Co-op Model is a learning model that involves students in small groups so that students are more active and work together in the learning process. Co-op Co-op model is able to encourage the independence of students as well as work in groups, where in this learning involves students to understand the material individually and gives them the opportunity to teach each other the material they have just understood to other group members. Co-op Co-op Model provides opportunities for students to work together in small groups, to increase their understanding of themselves and the world, and in turn it gives them the opportunity to share new understanding with their classmates [6].

Another factor that can cause student learning outcomes to be less than optimal is a lack of student self-confidence. Self-confidence is the belief that a person has in achieving the goals to be achieved. This confidence can convince people to be able to influence events in their lives. Confidence is the ability to decide an action that demands to be taken care of in the situation at hand. [7]

2. METHODS

This research is a quasi-experimental study with a 2 x 2 factorial design conducted at SMKN 1 Batusangkar. The population of this research is all students of Class XI at SMAN I and SMAN 3 Bukit Tinggi. The method used in sampling is non-probability sampling, namely purposive sampling. Class XII IPS.2 SMAN 1 Buititinggi as the experimental class and XI IPS. 2 SMAN 3 Bukittinggi as the control class.

The instrument used was a questionnaire and a test of economic learning outcomes. Data collection techniques used for self-confidence and learning outcomes are.

1. Self-confidence is a student's belief in his own ability without the help of others to achieve his goals in life while respecting himself and others, being humble, responsible and able to think rationally and realities. This instrument is used to measure the level of confidence, namely a questionnaire.
2. Learning outcomes are the level of ability possessed by students in receiving and assessing the information obtained in the teaching and learning process. This instrument is used to measure learning outcomes, namely objective tests. This test is given at the end of the meeting after applying the Co-op Co-op learning model and the lecture method. a. Try-Out The instrument used in this study is a test of economic learning outcomes. Before this instrument is used, a trial must first be carried out outside the sample but still in the population to determine the content validity and empirical validity of the instrument. The trial was held at SMAN 1 Bukittinggi which was not included in the sample. this research. It was done in class X1. IPS1.

2.1 Try-Out

The instrument of economic learning outcomes before being used was first tested out of the sample. This economics learning outcome test was first tested on class XI IPS1 students of SMAN 1 Bukittinggi.

Validity is a measure that shows the level of validity or validity of an instrument [8] An instrument is said to be valid or valid if it has high validity. Conversely, an instrument that is less valid means it has low validity. An item is said to be valid if it can measure what is being measured.

The validity test of learning outcomes was processed with the help of the SPSS version 16 program, namely the corrected item-total correlation. If the trial sample is 30 (n=30), then the rtable value is 0.361. If the value of the corrected item total correlation is greater than 0.361 then it is declared a valid question, but on the contrary if it is smaller than 0.361 then it is invalid and is not used for research. The results of the validity test obtained 6

invalid questions from 30 questions. Invalid questions are not used in research.

Test reliability is an instrument that is reliable enough to be used as a data collection tool because the instrument is already good [8]. The reliability test used is Cronbach's Alpha. Based on the results of processed data, the reliability of learning outcomes is 0.942. This means that learning outcomes are very high reliable.

2.2 Data Collection Technique

The data collected in this study is a questionnaire. Questionnaires are used to obtain data on high and low student confidence according to their answers. Learning outcomes test to measure the level of mastery of students after following the teaching and learning process. In this study, the learning outcome test was in the form of an objective test which was carried out after the economic learning process was completed.

2.3 Data Analysis Technique

The data were analyzed using descriptive data analysis using the average and level of achievement of the respondents. Inductive analysis which includes normality test using Kolmogorov Simirnov and homogeneity test using Levene Statistic Test (L-S test). while for inferential analysis using two-way ANOVA test.

3. RESULTS AND DISCUSSION

After testing for normality and homogeneity, the learning outcomes and self-confidence are normally distributed and have a homogeneous variance. Thus, the requirements for analysis of variance can be met for use in hypothesis testing. Hypothesis testing is intended to determine whether the analysis that the author proposes is accepted or rejected. In data processing In this research, the writer uses SPSS 16.0 software for windows.

Hypothesis testing in the two-way analysis of variance criteria for rejecting or accepting Ha based on the P-Value or if using the SPSS program then the P-Value is significant. If the significant value is less than 0.05, then Ho is rejected and Ha is accepted. On the other hand, if the significance is greater than 0.05, then Ho is accepted and Ha is rejected. The following data results from the calculation of the two-way analysis of variance are shown in table 1 below:

Table 1 Calculation of Two-Way ANOVA

Tests of Between-Subjects Effects					
Dependent Variable: Hasil_Belajar					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4859.938 ^a	3	1619.979	15.661	.000
Intercept	381916.158	1	381916.158	3692.176	.000
Model	2616.466	1	2616.466	25.295	.000
Kepercayaan_Diri	2163.149	1	2163.149	20.912	.000
Model * Kepercayaan_Diri	19.796	1	19.796	.191	.663
Error	6102.919	59	103.439		
Total	393787.000	63			
Corrected Total	10962.857	62			

a. R Squared = .443 (Adjusted R Squared = .415)

Source: Processed Data 2021

Based on Table 1, the hypothesis testing of this research is as follows:

The result of testing the first hypothesis which states that there is a significant difference in student learning outcomes using the Co-op Co-op learning model is higher than the conventional model. The results of the data processed in this study, namely the data on economic learning outcomes for the experimental class and group class were compared, so that the results of the analysis of variance for testing hypothesis 1 obtained F = 925.295 with a Sig value. 0.000. Thus the value of Sig. < from the value of (0.05).

The results of testing the second hypothesis which states that there is a significant difference in learning outcomes between students who have high self-confidence compared to low self-confidence. The average value of self-confidence is 93.33. The F value obtained is 20.912 with a Sig value. 0.000. Thus the value of Sig. < from the value of (0.05).

The results of testing hypothesis 3 obtained F = 0.191 with a Sig value. 0.553. Thus the value of Sig. Value of (0.05). This means that there is no interaction between the learning model and confidence in learning outcomes. The learning model and students' self-confidence in learning economics are not interconnected.

3.1. Differences in economic learning outcomes of students who are taught using the Co-op Co-op model and those taught using the conventional model.

The results of testing the first hypothesis indicate that there are differences in learning outcomes of economic subjects taught using the Co-op Co-op model with the conventional model. The results of this study can also be seen from the average student learning outcomes using the Co-op Co-op model which is 84.58 higher while the conventional model is 71.53.

There are 25 students who completed the experimental class. While in the control class is 12 students. This means that Co-op Co-op model is one model that can improve student' learning outcomes compared to conventional models.

Co-op Co-op type of cooperative learning model can increase student participation in the learning process because it provides opportunities for students to work together in small groups [11]. The application of this model can improve activities and learning outcomes. This model can build cooperation between students [12]. Students will discuss to complete the topic together so that they are able to think creatively, do not feel bored, and can also foster a sense of solidarity among friends [13].

The selection of learning models must be in accordance with the material, because it affects student learning outcomes. Biology learning is a learning that contains many concepts; there are various biological events that cannot be seen directly, so that students find it difficult to learn biology [14].

In learning activities students must be active in other words that in learning it is very necessary to have activity [15]. Tanpa aktivitas proses belajar tidak mungkin berlangsung dengan baik. Dengan menggunakan model Co-op Co-op, peserta didik dapat terlibat secara aktif dalam kegiatan pembelajaran baik secara intelektual maupun emosional sehingga tujuan pembelajaran dapat dicapai dengan baik. Model ini memposisikan siswa sebagai pusat kegiatan belajar mengajar. Siswa merupakan objek bukan subjek pembelajaran sehingga siswa mampu mempelajari materi yang telah dipelajari di sekolah dan diulang dirumah

Students' learning outcomes of Co-op Co-op Learning Model are better than students' learning outcomes of Direct Learning Model [16]. There is a significant effect of application of Co-op Co-op model on the excretory system material on the excretory system material on students' learning outcomes for eleventh grade at SMA N 1 Buay Madang [17].

3.2 Differences in economic learning outcomes of students who have high self-confidence with low self-confidence

The results showed that there were differences in the economics learning outcomes of students who had high self-confidence and low self-confidence. It can be seen that students who have high self-confidence get higher learning outcomes and are able to solve problems well than students who have low self-confidence, because they are less confident with their own answers.

Self-confidence is one aspect of personality that has function to encourage students to achieve their success which is formed through the students' learning process in

their interaction with the environment [18]. Self-confidence is the basic capital to achieve success in learning. Do not believe in yourself means one step towards the gate of failure [19]. From this explanation, it is clear that learning outcomes are influenced by students' self-confidence

In the learning process, students who have high self-confidence tend to be more receptive lessons compared to students who do not have self-confidence [20]. High student self-confidence will encourage him to be more active in learning, he will always ask if there are things that have not been understood. Meanwhile, students with low self-esteem tend to be more passive in class.

Many studies show that there is a positive relationship and has a major influence between the level of self-confidence, learning motivation on physical education learning achievement of elementary school students [21]. It is stated that self-confidence has a significant effect on learning achievement [22]. Students' attitudes, self-concept, and students' cognitive awareness have a significant and positive effect on chemistry learning outcomes both theoretically and empirically [23]. Fenti (2020) learning motivation and self-confidence have a positive and significant effect on learning outcomes in mathematics [24]. Scout extracurricular-based self-confidence has an effect on students' achievement [25]. There is a positive relationship between self-confidence and learning achievement [26]. There is an effect of self-confidence in students' learning outcomes [27].

3.3 There is no interaction between the learning model and confidence in learning outcomes

The results of the study indicate that there is no interaction between the use of learning models and self-confidence on student learning outcomes. This means that the learning model and self-confidence separately affect learning outcomes and not simultaneously. Interaction can occur if one factor is able to influence other factors.

Ho is accepted if the impact of factor A does not affect factor B, nor does the impact of the factor depend on factor A. [28]. This means that each factor (learning model and self-confidence) is not mutually dependent or independent from one another so that it has an impact on learning outcomes.

The average learning outcomes of students who have high self-confidence using the co-op co-op model are larger, while those with low self-confidence get lower scores. High self-confidence with conventional models also get high learning outcomes compared to low self-confidence. The absence of interaction between the learning model and self-confidence on learning outcomes can be seen in the following picture

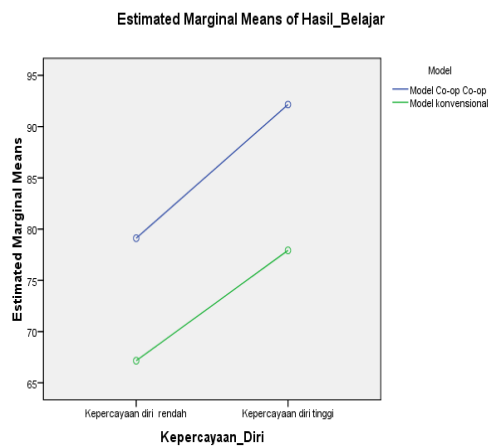


Figure 1. The use of learning models with prerequisite self-confidence

Based on the picture above, it can be seen that the two lines do not intersect, where high self-confidence using the co-op co-op model gets a higher average value than the conventional model. While low self-confidence using the co-op co-op model has higher learning outcomes compared to low self-confidence using conventional capital.

Interaction means the work or influence of an Interaction occurs when there is an influence of an independent variable on the dependent variable, which is interconnected with the level of other independent variables [29]. In this study, the learning model and self-confidence are independent variables that do not affect each other's learning outcomes as the dependent variable. The learning model does not affect self-confidence. Learning models and self-confidence independently affect learning outcomes. The application of the learning model to learning outcomes is not influenced by the high and low self-confidence of students.

4. CONCLUSION

There is a significant difference in student learning outcomes taught with the Co-op Co-op learning model with the conventional model. This means that the Co-op Co-op learning model is able to improve student learning outcomes compared to conventional models.

There is a significant difference in the learning outcomes of students who have high self-confidence compared to those who have low self-confidence. This means that students who have high self-confidence are able to get higher learning outcomes when compared to students who have low confidence

There is no interaction between learning models and self-confidence on economic learning outcomes, meaning that the learning model used is accepted for all students, both with high self-confidence and low prerequisite self-confidence.

REFERENCES

- [1] Prihadi, Edi. 2018. Pengembangan Keterampilan 4C melalui Poster Comment. Passion of the Islamic Studis Center. JPI-Rabbni. Vol 2, No 1.
- [2] Wijaya, E.Y. 2016. Transformasional Pendidikan abad 21 sebagai tuntutan pengembangan sumber daya manusia di era globalisasi. In Proseding Seminar Nasional Pendidikan Matematika. Vo. 1 no 26
- [3] Kang, M., Kim, M., Kim, B., & You, H. (n.d.). 2012. *Developing an Instrumen to Measure 21st Century Skills for Elementary Student*.
- [4] Djaali. 2017. Psikologi Pendidikan. Jakarta: PT Bumi Aksara
- [5] Haryanto. 2014. Implementasi Pembelajaran Koopertatif Berbasis Kasus Untuk Meningkatkan Efektivitas Pembelajaran Kecerdasan Buatan. *Jurnal Pendidikan Teknologi dan Kejuruan*. Vol 22 No.1
- [6] Slavin, R. E. 2016. *Cooperative Learning: Theory, Research, and Practice*. Diterjemahkan oleh Y. Narulita. Bandung: Nusa Media
- [7] Mustari, Muhammad. 2011. *Nilai Karakter Refleksi untuk Pendidikan Karakter*. Yogyakarta: Lanks Bang. *Suska Journal of Mathematics Education*. Vol. 2, No. 2, 2016, Hal. 89 – 96
- [8] Arikunto, Suharsimi. 2014. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta
- [9] Idris. 2012. *Aplikasi SPSS dalam Analisis Data Kuantitatif*. Fakultas Ekonomi UNP, Padang
- [10] Sudijono. 2013. Pengantar evaluasi pendidikan. Jakarta: Rajagrafindo
- [11] Slavin, R. E. 2016. *Cooperative Learning: Theory, Research, and Practice*. Diterjemahkan oleh Y. Narulita. Bandung: Nusa Media.
- [12] Nafia, Iman. 2013. Meningkatkan aktivitas hasil belajar mengelola konflik dengan co-op co-op. *economic education analysis journal*. (ISSN 2252-5644)
- [13] Dewi, T. Sugiarti, & Suharto. 2013. Penerapan Model Cooperative Learning Tipe Co-Op Co-Op disertai Metode Eksperimen untuk Meningkatkan Aktivitas dan Hasil Belajar Peserta Didik Kelas VIII pada Materi Teorema Pythagoras di SMP Negeri 2 Rambipuji Tahun Pelajaran 2012/2013. *Jurnal kadikma*. (Vol. 4, No. 3, Hal 33-42).
- [14] Cimer, Atilla. 2012. What Make Biology Learning Difficult and Effective: Student's Views. *Academic Journal*. 7(3): 61-71.

- [15] A.M, Sardiman. 2014. “Interaksi dan Motivasi Belajar-Mengajar”. Jakarta: PT. RajaGrafindo Persada
- [16] Firdaus, Muhammad Tanwiul. 2016. Pengaruh Model Pembelajaran Kooperatif Tipe Co-Op Co-Op Dan Model Pembelajaran Langsung Terhadap Hasil Belajar Mata Pelajaran Keterampilan Elektronika Di SMPN 2 Candi. *Jurnal Pendidikan Teknik Elektro*, Volume 05 Nomor 02 Tahun 2016, 643 - 647
- [17] Setiari, Anggit. 2017. Pengaruh Penerapan Model Pembelajaran Co-op Co-op terhadap Hasil Belajar Peserta Didik pada Materi Sistem Ekskresi Kelas XI Di SMA Negeri 1 Buay Madang. Prosiding Seminar Nasional Pendidikan IPA 2017s
- [18] Tanjung, Zulfriadi. 2017. Menumbuhkan Kepercayaan Diri Siswa. *Jurnal Riset Tidnakan Indonesia*. Vol. 2 No.2
- [19] Aqib, Zainal.2011. *Pendidikan Karakter Membangun Perilaku Positif Anak Bangsa*. Bandung. Yrama
- [20] Widya Rahmadani, Putri .2018. Pengaruh Disiplin Belajar Dan Kepercayaan Diri Terhadap Hasil Belajar Siswa Kelas XI IPS MAN Di Kota Padang. *EcoGen*. Vol 1. No.4
- [21] Mulya, Gumilar. 2020. Pengaruh Kepercayaan Diri, Motivasi Belajar Terhadap Prestasi Belajar Pendidikan Jasmani. *COMPETITOR: Jurnal Pendidikan Kepelatihan Olahraga*. Volume 12 Nomor 2
- [22] Rozaini, Noni, 2017. Pengaruh Motivasi Belajar dan Kepercayaan Diri Siswa terhadap Prestasi Belajar. *Jurnal Niagawan*. Vol 6 No. 2
- [24] Putri, Nuzul Kurnia. 2018. Pengaruh Sikap, Konsep Diri Dan Kesadaran Metakognitif Terhadap Hasil Belajar Kimia Peserta Didik Kelas XI MIA SMAN di Kecamatan Ujung Bulu Kabupatean Bulukumba. *Chemistry Education Review (CER), Pend. Kimia PPs UNM, 2018, Vol.1, No.2 (73-89)*
- [25] Amri, Syaipul. 2018. Pengaruh Kepercayaan Diri Berbasis Ekstrakurikuler Pramuka Terhadap Prestasi Belajar Matematika Siswa SMA Negeri Kotaa Bengkulu. *Jurnal Pendidikan Matematika Raflesia*. Vol 02. No 02
- [26] Komara, Indra Bangkit. Hubungan antara Kepercayaan Diri dengan Prestasi Belajar dan Perencanaan Karir Siswa. *Prikopedagogia*. Vol 5 no 1
- [27] Indriawati, Prita. 2018. Pengaruh Kepercayaan Diri Dan Kecerdasan Emosional Terhadap Hasil Belajar Mahasiswa FKIP Universitas Balikpapan. *Dimensi*, Vol. 7, NO. 1: 59-77
- [28] Agus Irianto. 2015. *Statistik (Konsep Dasar, Aplikasi dan Pengembangannya)*. Jakarta: Kencana.
- [29] Kerlinger. 2006. *Asas–Asas Penelitian Behaviour*. Edisi 3, Cetakan 7. Yogyakarta: Gadjah Mada University Press.