CHAPTER I

INTRODUCTION

1.1. Background of the Problem

"Education is a process in order to influence students to adapt to their environment and thus will lead to a change in themselves that enable them to have adequately functioned in society" (Hamalik, 2010:79). Change is not only for personal development but also as the root of the development of the nation. Because the educational process through a continuous effort will form a solid deep-rooted personal and it will be oriented become a pillar of nation development. Education has an enormous influence in the formation of personal and human qualities, so it requires a variety of academic entities to be able to carry out the teaching and learning process is well with modifications that fit to their needs.

Learning is a mental activity/psychological interactions that take place in environments that result in changes in the knowledge, insight, behavior, skills and attitudes values. In this regard, between the process of learning and change are two related symptoms, namely learning as a process and change as the evidence of the processes results. This is consistent with the educational objectives that direct and guide the activities of teachers and students in the eaching process. Because of the clear goals that changes then all the efforts and thinking of teachers must be focused on achieving that goal.

In achieving these learning objectives, teachers are required to provide ideas and make all efforts to implement the learning process appropriate to the needs and development of students. But today, the teacher has the role of domination and does not involve students directly. So the students become passive and not eager to follow the learning process in the class. This is caused by teacher learning model used is still conventional. In conventional methods usually whole class learning activities centered of the teacher, while the students only as a subject of study that are passive, so that the learning process takes place in one direction only. In other word, students are not given to self-reliance and develop through discovery and the process of thinking, so that students become bored, less interested and less able to absorb the material provided by the teacher.

Based on the observation that have been carried out by the author in MAN 2 Tanjung Pura obtained information that the accounting learning activity In Social Science Program Grade 11^{th} is still relatively low. This can be seen in the activities of the student during the learning process. At the time of the learning process takes place, students tend to hear and receive any material that has been taught. So, many students are confused by what is being described by the teacher, the students did not dare to ask, and give an opinion and even the condition of the class become a little noisy with the student voice that speaks out of boredom with the learning system is implemented.

Data of students' activity at the time of observastion can be seen in this following data:

Table 1.1
Trend of Students Activity in Social Program Grade 11th MAN 2 Tanjung Pura

Students who Very Active	Students who Active	Students who Active Enough	Students who Not Active
-	1student (2,63%)	3 students (7,90%)	34 students (89,47%)

To more clerly, the students activity can be seen through the following table:

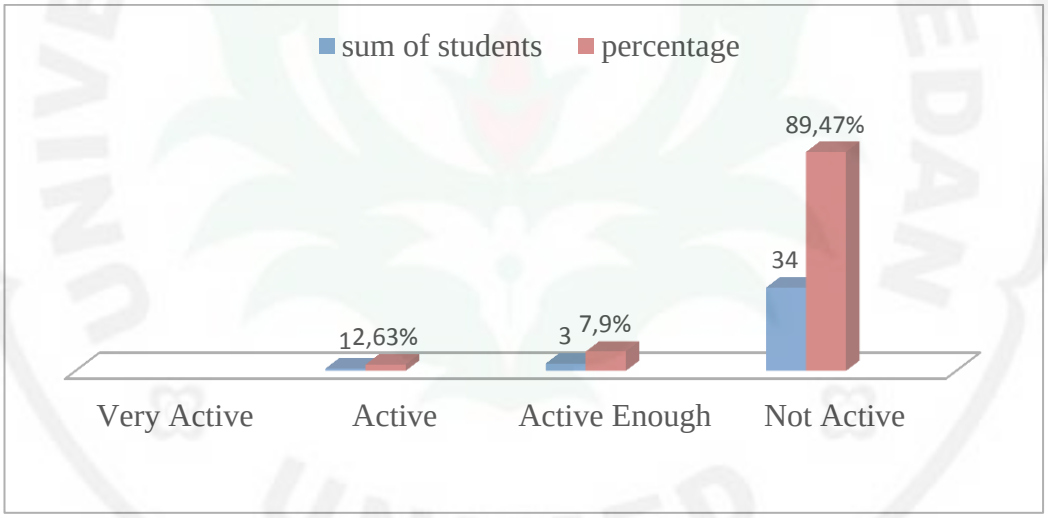

Figure 1.1
Graphic of Students Activity in Social Science Program Grade 11th MAN 2 Tanjung Pura

The low activity of the students can impact to learning result of accounting students in Social Science Program Grade 11th too. This can be seen through the average daily test of Social Science Program Grade 11th were 38 students from three standard of competences that has been tested at academic year 2012/2013 with a minimum completeness criteria (MCC) which set the school is 75.

Table 1.2
Trend of Student Learning Results in Social Program Grade 11th MAN 2 Tanjung Pura

No	Test	Minimum Completeness Criteria (MCC)	Students Who Received Grades More Than MCC		Students Who Received Grades Less Than MCC	
			Number	%	Number	%
1	Test 1	75	13	34,21	25	65,79
2	Test 2	75	5	13,16	33	86,84
3	Test 3	75	6	15,79	32	84,21
Total			**24**	**63,16**	**90**	**236,84**
Average			**8**	**21,05**	**30**	**78.95**

(Source: List of Monthly Test Value of social program grade 11th MAN 2 Tg Pura)

When depicted in the graph would look as follows:

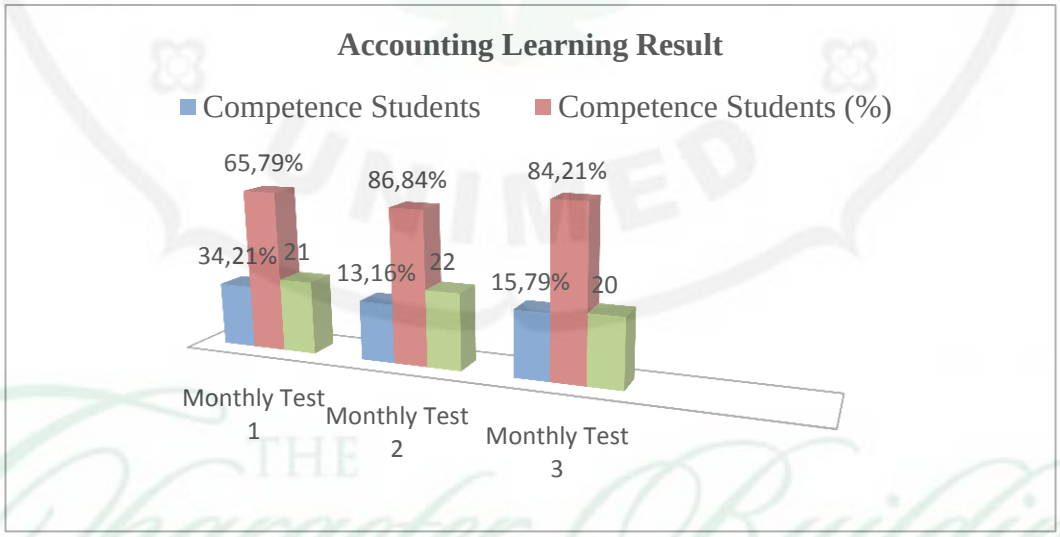

Figure 1.2
Graphic of Accounting Learning Result

From 38 students in the class who has followed the daily tests in accounting subjects at academic year 2012/2013 on the third competency

standards can be averaged that only 8 students who completed the minimum completeness criteria set the school are 75.

Student learning result can be influenced by several factors, including significant internal factors (of the student) and external factors (from outside the student). Internal factors of student like capability, readiness, attitudes, interests, and intelligence. While external factors, namely the environment (family, school, community) and one of them also caused of the way that taken by teacher. For example, the selection of learning models that are not attractive to seem boring.

These conditions showed that most teachers tend to use conventional learning model which only focus on the learning processes that lead to teacher, so that is make the students become passive. The general perception have been rooted in education which a teacher as a reference that should be more active in the learning process. It should need a reform in teaching and learning paradigm, because the flow of the learning process not only from the teacher, students can also discuss with each other to help them knowing the subject.

Needed the reforms in teaching-learning process, so that created a more attractive learning environment, and students are motivated to take an active role in the learning process.

To overcome the above problems, need to develop a model that would foster learning in improving student behavior and learning result. This model give priority to the activity of students to develop the self-potential of students maximally, to facilitate understanding and absorbing of students in accounting subject, which contributed to the increase in activity and student learning result.

Learning model that needed are collaborative of Team Assisted Individualization and Explicit Instruction learning model. Team Assisted Individualized (TAI) instruction has been found effective in facilitating mathematics performance (Slavin 1994). TAI combines cooperative learning with individualized programmed instruction. Cooperative learning refers to learning together in small groups to effect individual accountability and a common group goal. In individualized programmed instruction, "instructional materials are arranged in a series of successive frames that lead the learner from a body of known concept to unknown, from simple to complex concept within the same area" (UNESCO, 1984 cited in Igwe 2000).

According to Arends (in Trianto, 2008:41) Explicit Instruction is one of learning approach that designed especially to support the student learning process related to declarative knowledge and procedural knowledge in the good arrangement that can be taught on steps. It is mean that explicit instruction is one of learning model that designed to increase mastery of various skills and factual knowledge that can be taught step by step. Learning environment for direct teaching is primarily focused on academic tasks and intended to maintain the stud3ents' active involvement. Implementation of collaborative learning model Team Assisted Individualization with Explicit Instruction is expected to improve the learning outcomes of accounting students and build a fun learning environment.

According to previous research by Marpaung (2010), in the implementation of Team Assisted Individualization learning model research, said

that TAI learning model can increase student's learning result and motivation, from her research result obtained that student motivation increase to 50% in the second cycle. And learning result increase till 10,95 points.

In the previous research about Explicit Instruction, Karo (2011) recommended Explicit Instruction learning model can increase the interest and learning result of student. It is showed from the research result that get increasing to student's average value till 33, 33% and student's interest increase till 30,31%.

Thus, based on the both of research above, the author conclude that if both of the learning models conducted with collaboration, it will can increase students' activity and learning result.

From the description above the author would like to conduct a research entitle " **Improving Learning Activity and Learning Result Through The Implementation of Collaboration of Team Assisted Individualization and Explicit Instruction Learning Model in Social Science Program Grade 11 Th Man 2 Tanjumg Pura Academic Year 2013/2014."**

1.2. Identify of the Problem

Based on the background of the problem, conclude that the identify of the problem are:

1. How do learning activities and learning result of students to teacher who only using conventional learning method?
2. How can improving the learning activity in social science program grade 11th MAN 2 Tanjung Pura in following the teaching and learning process?

3. How can improving the learning result of accounting students in social science program grade 11th MAN 2 Tanjung Pura?
4. How improve the learning activities and learning result of accounting students by implemention of collaboration of Team Assisted Individualization and Explicit Instruction learning model in social science program grade 11th MAN 2 Tanjung Pura?
5. Is there any significant and positive difference of students' accounting learning result each cycle after the implementation of the learning model Assisted Team Individualization with Explicit Instruction?

1.3. Problem Formulation

Based on the identify of problem, the problem formulation is as follows:

1. How improve the learning activity by implementation of collaboration of Team Assisted Individualization and Explicit Instruction learning model in social science program grade 11th MAN 2 Tanjung Pura?
2. How improve the learning result by implementation of collaboration of Team Assisted Individualization and Explicit Instruction learning model in social science program grade 11th MAN 2 Tanjung Pura?
3. Is there any significant and positive difference of students' accounting learning result each cycle after the implementation of collaboration of Team Assisted Individualization with Explicit Instruction learning model?

1.4. Troubleshooting

Selection of learning model that is less appropriate by the teacher can make students do not get the maximum learning result and also can give affect to the students' learning activities. Students will tend to be passive, have not spirit, fear of asking and bored, so it can be influence in their understanding and learning result.

Problem solving that is used to improve the activity and learning result of accounting students is to implement collaborative learning model Team-Assisted Individualization and Explicit Instruction. Because by applying collaborative learning model students can learn about the declarative and procedural knowledge in the process of being phased out by the group, but students still perform duties personally learned in the group and there is also the participation of teachers in the learning process.

Team Assisted Individualization is a learning model that adapting instruction to individual differences related to the ability of students and student achievement. TAI was initiated as an attempt to design an individualized form of teaching that can solve the problem by making the students work in cooperative learning teams and taking responsibility to manage and check regularly, help each other in dealing the problems, and give each other encouragement for forward, then teachers can reduce of intervention to small homogeneous groups of students who come from heterogeneous students. Teaching focus on the concepts that exist in the learning algorithms in the activities of individual students. These

arrangements provide the opportunity to do hands-on teaching that not contained in almost all individual teaching methods.

Explicit Instruction teaching model is one approach to teaching that is designed specifically to support students' learning processes related to declarative knowledge and procedural knowledge are structured to teach the pattern of activity gradually, step by step. In addition, Explicit Instructional learning model model is also intended to help students learn the basic skill and obtain information that can be taught step by step.

Collaborative learning model of Team Assisted Individualization and Explicit Instruction is a merger between the cooperative learning with direct instruction, in which students are directly involved in the learning process and guided the team to train with independence in managing and checking work regularly and help each other in dealing the problems, and give each other encouragement to go forward, and do continuous checks. Implementation of both of this learning model is the teacher explains the topic to be taught, teachers demonstrate the skills properly, or present information step by step. Then the teacher divided the students into groups, each group consisting of 4 heterogeneous students. Each student in the group will be given exercises, and will be checked and counted his score by a friend of the group. Students are allowed to ask for help to a friend of the group if they get a trouble. Teacher check whether the student has performed the task well and mentoring them. Then the students are given the final question that must be done by each student.

Implementation of collaboration of Team Assisted Individualization with Explicit Instruction learning model is intended to help teachers improve students' understanding and thinking through group learning while providing an opportunity for students to think independently in solving the given problem.

From the description above expected to implement **collaborative learning model of Team Assisted Individualization with Explicit Instruction can increase the activity and learning outcomes of accounting students of social science program grade 11 th MAN 2 Tanjumg Pura.**

1.5. Research Objectives

Based on the above problem formulation, the objectives of this study are:

1. To find out how improve of students' accounting learning activities by applying collaboration of Team Assisted Individualization with Explicit Instruction learning model in social science program grade 11 th MAN 2 Tanjung Pura.
2. To find out how improve of students' accounting learning result by applying collaboration of Team Assisted Individualization with Explicit Instruction learning model in social science program grade 11 th MAN 2 Tanjung Pura.
3. To find the significant and positive differential of lerarning result each cycle after the implementation of the learning model Assisted Team Individualization with Explicit Instruction.

1.6. Benefits of Research

From the above research objectives, the expected benefits of the research as follows:

1. To add to the knowledge, insight and experience of the authors in the application of learning models Team Assisted Individualization and Explicit Instruction and as an effort to improve student's learning activity and result in accounting at MAN 2 Tanjung Pura.
2. As an input for MAN 2 Tanjung Pura particular accounting studies teachers in improving activity and accounting student learning outcomes by applying learning model Team Assisted Individualization and Explicit Instruction.
3. As reference material for further writers who want to conduct the same research.