

CHAPTER I

INTRODUCTION

1.1. Background

The process of formal classroom teaching and learning is very important to improve the ability to think, ability to cooperate, self-confidence, attitude and moral of each student. In the process of teaching and learning in class, something very important is the interaction between students and teachers. Teachers need to understand a lot about the material circumstances and conditions including situation of students. To understand the student teacher should know about the abilities and character of each student and the teacher must build the character of students in accordance with the character education.

There are some skills that need to be understood by such teachers understand the material, students understand and have the teaching skills. The skills that teachers provide direction not only perform routine activities, but also a dynamic activity that is able to develop the knowledge, attitudes and morals of each student.

Low levels of affective and moral students can be marked on the less character education are applied in teaching and learning. Teacher should implement character education in accordance with the lesson plan that integrates character.

Under Law No. 20 Year 2003 on National Education System said that "education is a conscious effort to create the conditions of planned learning and the learning process so that learners are actively developing the potential for him to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state. Recognizing this, the government is very serious about education, because with a good education system is expected to appear next generation of qualified and able to adapt to life in the community, the nation and the country. ". The importance of education as the capital of the younger generation, to achieve a successful and capable citizens who will be able to build and the nation towards a better state.

Government always pay attention to education in Indonesia. All government efforts are characterized by an increase in the National Budget for education, curriculum change, parenting educator, working with other countries to improve the quality of education etc. But, the government can not fend for themselves, which is necessary for the participation of all stakeholders of education include: the Ministry of Education, Superintendent, Principals, Teachers, Parents, School Committee, School Board, Community, Business and Industrial World, as well as all parents concerned agencies directly or indirectly with education activities in schools. The cooperation is performed to achieve national education goals are written in the Law is to develop the potential of learners in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, residents creative, independent, and being a responsible and democratic.

School as an institution of learning activities take place. An excellent school that is able to act as an educational process (the process of education that emphasizes the education and teaching activities), the process of socialization (social processes, especially for students), and the transformation process (the process of behavior change towards the better). At school, teachers are the most influential on the quality and abilities of learners, as teachers interact and communicate directly and very close to the learners. Learners are educated by teachers at school every day. The ability of teachers to educate greatly affect the success or failure of learning activities at schools. For the teacher must be able to present a more active learning activities, creative, and fun for the achievement of the golden generation in the future. Thus, it can be concluded education is very important and key to the success of the nation.

One of the subjects taught in schools, especially at secondary school is physics. Physics is the study of natural phenomena. Therefore, physics is one of the lessons is quite interesting because it deals directly with natural phenomena and knowledge can be applied in everyday life.

But in fact physics is one of the lessons that have the lowest scores. This is caused by the large number of students who do not like physics because they think physics is a difficult subject to understand, especially when faced with

complicated formulas and calculations. This fact is consistent with the observations made by researchers when implementing the Integrated Field Experience Program in SMA Negeri 1 Perbaungan. From the above observations, the researchers concluded that students at SMA Negeri 1 Perbaungan not interested in learning physics. And this will affect student outcomes in learning physics and character.

The observation of three physics teachers when they teach in SMA 1 Perbaungan, it was found that all the teachers using conventional learning physics to explain phenomena in physics class.

Conventional learning used by physics teachers rarely engage students in working in groups. This resulted in a lack of interaction between students and teachers as well as students and students so that students who are less able and shy do not experience improvement in achievement, achievement even decreased. While the students are classified as smart and not shy getting smarter. This obviously makes students consider physics is boring lessons as well as lowering the character of students, especially in the classroom learning. Therefore, an increase in the intensity of group study is needed to improve the attitude, moral, mental, ability to interact, as well as student achievement.

(Lickona in Muslich, 2011:35) reveals that there are ten times the signs to look out for if these signs are already there, meaning a nation to the brink of destruction. The signs in question are (1) an increase in violence among adolescents, (2) the use of language and kataOkata deteriorating, (3) peer-group influence is strong in violence, (4) increase in self-destructive behavior, (5) the blurring of guidelines morally good and bad, (6) the declining work ethic, (7) the lower the respect for parents and teachers, (8) lack of a sense of individual responsibility and citizens, (9) be entrenched dishonesty, and (10) the existence of mutual suspicion and hatred between fellow him. When examined, the tenth sign of the times it turns out that already exist in Indonesia.

To solve the above problems, the researchers changed the conventional learning with cooperative learning model. Cooperative learning model consists of several kinds, one of which type of cooperative learning model Investigation

Group is a model that does not require students to memorize facts and formulas, but the models that guide students to identify a topic, planning investigations in groups, conduct investigations, make reports, and presented the results of research. Group cooperative learning model helps students investigate physics to understand clearly, because the students will learn to their own and find answers to their team. And it will make the students have a good teamwork ability and can memorize lessons for a long time.

Based on the above writer wants to do a study titled "**The Effect of Cooperative Learning Model Type Group Investigation on Student's Achievement of Static Fluid in Class XI of SMA Negeri 1 Perbaungan A.Y. 2013/2014**".

1.2. Problem Identification

Based on the background that has been considered, so that the identification of a problem in this study are:

1. Students' interest in learning physics low
2. Low student Character
3. Students rarely learn in groups
4. Physics teacher still using conventional learning

1.3. Problem Limitations

Based on the identification of the above problems, the authors limit this problem, namely:

1. Learning model used is the Cooperative Learning Model Group Investigation Type and Conventional Learning.
2. The characters in the observation is discipline, responsibility and curiosity.
3. Subjects to be studied is Static Fluid
4. This research object is class XI student at SMA Negeri 1 Perbaungan

1.4. Problem Formulation

Based on the problems above restrictions, the formulation of the problem is:

1. How the achievement of students using Cooperative Learning Model Group Investigation Type in subject static fluid in class XI SMA Negeri 1 Perbaungan A.Y. 2013/2014?
2. How the achievement of students using Conventional Learning in the subject static fluid in class XI SMA Negeri 1 Perbaungan A.Y. 2013/2014?
3. How the effect of Cooperative Learning Model Group Investigation Type on student's achievement in subject static fluid in class XI SMA Negeri 1 Perbaungan A.Y. 2013/2014?

1.5. Research Objectives

There are several research objectives are:

1. To find out the achievement of students using Cooperative Learning Model Group Investigation Type in subject static fluid in class XI SMA Negeri 1 Perbaungan A.Y. 2013/2014.
2. To find out the achievement of students using Conventional Learning in the subject static fluid in class XI SMA Negeri 1 Perbaungan A.Y. 2013/2014.
3. To find out the effect of Cooperative Learning Model Group Investigation Type on student's achievement in subject static fluid in class XI SMA Negeri 1 Perbaungan A.Y. 2013/2014.

1.6. Research Benefits

Once this study is completed then the expected benefits of this research are:

1. To increase interest, the character and outcomes of student learning in physics.
2. As input for physics teachers to improve student achievement and character with a good physics lesson.

1.7. Operational Definitions

Group cooperative learning model integrated investigative learning model character is used to improve cooperation and to support the improvement of character. Phase of cooperative learning model investigation group are forming a group, division of tasks, collect data, create reports, presentations, evaluations.

The characters in the observation are discipline, responsibility and curiosity.

The achievement meant the result of learning gained through achievement test instrument which arranged in the Pre-Test and Post-Test.

