

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Problem

According to philosophy, education begins when someone was born that is from baby and will continue during his life. Sometimes education also has been applied before one's birth. This case can happen when parents try to play the music or read some text to their baby in the womb expecting that the baby can get learning from that effort. Because of education is not only about formal side, but also about informal side, such as children can learn from something that happens in their family, in their environment, and in their culture.

According to Pidarta (2009:30) "Education is an open system, because education cannot take its place well in an isolated environment. That is because government insists if education become responsibilities of government, school, parents and society." Factors that influence the education are "1. Country Philosophy. 2. Religion. 3. Social, which consists of psychology, professional team role, and safety. 4. Culture as a knowledge, technology, art, and norm. 5. Economic that consist of thinking skill, hands skill, and economic development. 6. Politic, that consists of ideology, ambition and national spirit. 7. Demography consists of inhabitant development, inhabitant spreading, and inhabitant dense.

There are two factories that make activities and learning outcomes still low such as the internal factor that come from students self like their attitudes which not polite, their passion which still low, and the external factor like facilities that not complete and do not update, teacher who still use Lesson Plan which not

optimal, the model that not interest, and also the spirit from their parents is not good enough.

Nowadays, curriculum of 2013 or character based education is the curriculum that has main goals in understanding, skill and character education. Students have to know about materials and active to do discuss and presentation and also have a good attitude and high discipline. So in this curriculum skill is the new aspect in Indonesian's curriculum. Like to share their opinion, making report, presentation, and discussing are include to skill aspect in curriculum of 2013. This curriculum better use in increasing of learning activity and learning result because the process of teaching learning in 2013 curriculum is encourage students to explore their skill ability.

According to Harsono (2009:77) conventional method is about narrative and teacher's explanation in an oral manner and in the implementation teacher can use the teaching assist instrument to clear the narrative that has been explained to the students.” In this model teacher so difficult to keep the students interesting toward the materials that they have been learned because the activities in this method only focus to explain and finish the assignment.

But in the other ways Sabil (2014) says that “Contextual Teaching Learning is one of teaching learning strategy that emphasize the process which include the students fully so can be finding the materials that learned and connect that with reality life situation and it can encourage the students to apply that in their life.” In this method the learning concept can help the teacher to connect between materials and real situation in students' life. It can encourage the students

to make the relation between knowledge that they have with the implementation in their life.

In this case, teacher will be applying Contextual Teaching Learning strategy to increase the activities and learning outcomes with implementation Creative Treffinger and Giving Question and Getting Answer model. There is from several researches that had been conducted this models can give positive influence toward the students' activities and learning outcomes. In this several research that showing positive influence from applies that models are:

Pomalato (2014) with research title is "Developing the Creativity of students Mathematic in Mathematic Subject through the Creative Treffinger Model Approach" in this research showed us if that model can give positive influence to students activities. This can proof by students' creativities which get Creative Treffinger Model better than students' which get conventional method.

Nisa (2011:35) with research title is "Mathematic learning with the Setting of Creative Treffinger Model to Increase Students Creativities." In this research the writer says one of model that can use so students become active is Creative Treffinger Model. This model also can develop students creativities to solve the problems, to aim the students become logic to think about the relation between concept and situation in that problem and appreciate the several of mind in the discuss process.

Yunus (2013:20) with research title is "Influencing the Active Learning Method of Giving Question and Getting Answer to the Students' Learning Outcomes in grade 10<sup>th</sup> SMA Negeri 1 Bajeng" in this research the result of data

analyst show the average of control class is 71,00 with standard deviasi 9,90 while in experiment class the average is 76,57 with standard deviasi is 9,96. The completeness is 57,58% and for control class is 73,33% to experiment class.

According to Slameto (2010:65) “teaching method has good influences in teaching learning process. Because teacher’s teaching method should be performed badly when the teacher has no good preparation and suitable master the subject’s materials, so the teacher’s explanation will become unclear.” Usually teacher teaches with conventional method, whereas progressive teacher will brave to try the new methods.” That can help to increase the activity of teaching learning. Students can learn well if the teaching method is appropriate, efficient, and effective.

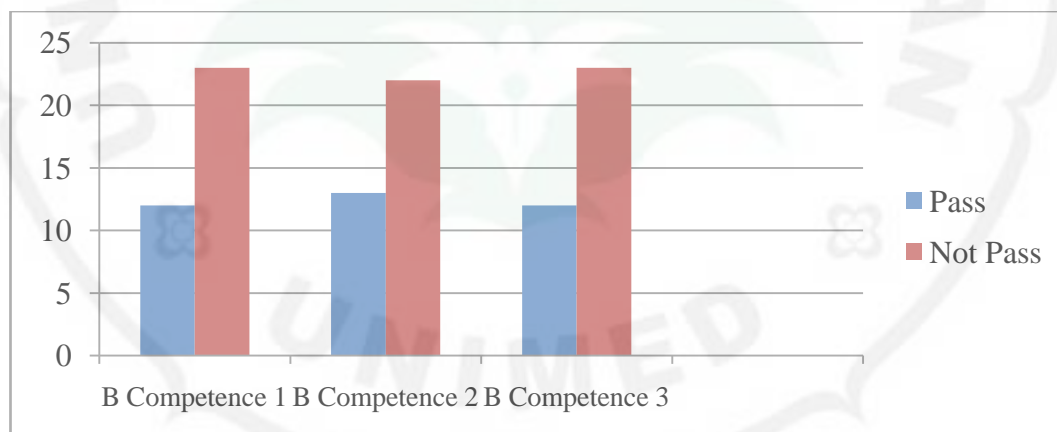
Based on the observation that writer has done, the learning process in SMK Negeri 7 Medan is so monotonous. That is why the process to improve the students’ learning activities which allow them to share their opinions individually is slow and insufficient. We can see this from the way the teachers teach in the classroom that only requires the learners to listen the teacher’s lecture, to memorize the lesson and do the assignments. The impact is that it is difficult for the students to understand the accounting subject. That case is proven by the table value of the students in 1<sup>st</sup> accounting Grade 10<sup>th</sup> in SMK Negeri 7 Medan. In that table showed if the learning outcomes of the students are still low and far from minimum completeness criteria, it can be seeing from the result of students test describe in the following table:

**Table 1.1**  
**Test Value Accounting Subject 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan**

Students Amount	Test	Pass	Percentage of Students Pass	Do Not Pass	Percentage Of Students Who Do Not Pass
35	Basic Competence 1	12	34,28 %	23	65,71 %
35	Basic Competence 2	13	37,14 %	22	62,85%
35	Basic Competence 3	12	34,28 %	23	65,71

Source: List Of Test Value 1<sup>st</sup> Accounting Grade 10<sup>th</sup> SMK Negeri 7 Medan

Diagram from table above can we see following by this picture:



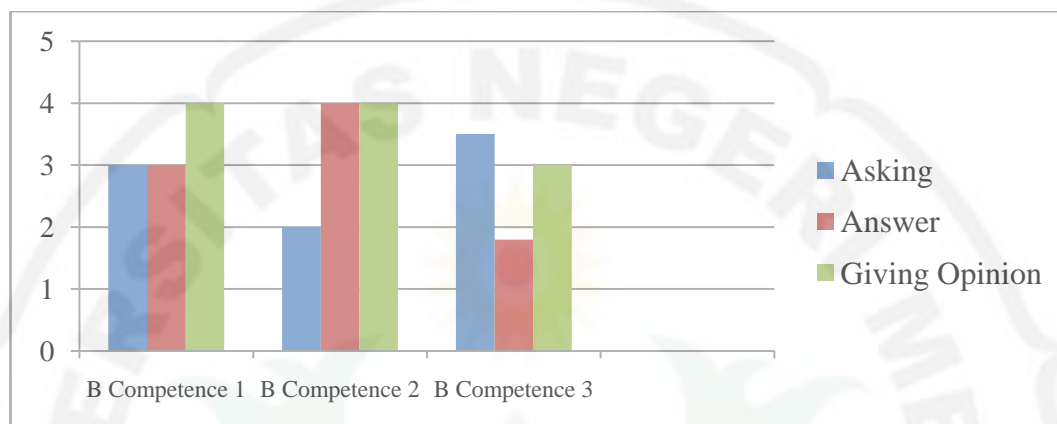
**Picture 1.1**  
**Diagram Test Value Accounting Subject**

**Table 1.2**  
**Table of Students' Learning Activities in Accounting Subject 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan**

No	Aspect that to Observe	Alternatives		
		Basic Competence 1	Basic Competence 2	Basic Competence 3
1.	Asking	3 students	2 students	4 students
2.	Answer	3 students	4 students	4 students
3.	Giving the Opinion	2 students	1 students	1 students

Sources of table : Sanjaya (2013:277)

Diagram from the table above, we can see from picture following by:



**Picture 1.2**  
**Diagram Students' Learning Activities**

Based on the learning outcome table above, we can see that the students' outcomes in accounting subject is still low and far from minimum completeness criteria decided by the school which 80. Students that pass the basic competence 1 are 12 students or 34,28%. In basic competence's test 2 there are 13 students or 37,14%. In basic competence's test 3 there are also 12 students or 34,28%. Based on the result above the amount of students did not pass bigger than students that getting pass.

To overcome that case, the writer tries to do a classroom action research that consists of several action cycles with four stages they are: planning, implementation, observation, and reflection. In this research the models that are applied Creative Treffinger and Giving Question and Getting Answer that can be expected increase the activities and learning outcomes for accounting subject in SMK Negeri 7 Medan. This collaboration model is suitable to the goals of curriculum 2013 that is said if students have to have good skill like share the material to the others, presentation, and discussing.

Creative Treffinger model is a kind of discussion learning model that applies student approach. To apply that model students are given the different exercise to every team for solving the problem. To solve these problem students involved in sharing their thoughts and arguments to each other, in order to the answer from the problem that is given. To always inquire the positive impact from what they have learn at the end of the session.

Giving Question and Getting Answer model is a kind of learning model that is designed to reply or review the material so the students can memorize the material that have been learned. In this type students will be thought about the material that they less understand and then they can discuss with their friends. Besides that in this model students could have self confidence to propose their thoughts about the material. Procedure of this model is that students are allowed free choose the question freely.

Based on that case, the researcher interested to do the class action research, because of in SMK Negeri 7 Medan the research about this models still not optimum doing by researcher. So, from the problems above, the effort to increase the learning avtivities and the learning outcomes can be solved by doing class action research with the title **“The Effort to Increase Learning Activities and Learning Results in Accounting Subject Through the Implementation Collaboration of Creative Treffinger and Giving Question And Getting Answer in 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan at Academic Year 2013/2014.”**

## 1.2 Problem Identification

Based on the background of the problems that has been told above, the writer encountered some of the problems such as:

1. Why does the teacher of the accounting lesson in 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan still apply conventional learning method?
2. How to increase the students' learning activity in 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan?
3. How to increase the student's learning results in 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan?
4. Can the implementation learning model of Creative Treffinger and Giving Question and Getting Answer increase the activities and learning results in accounting subject in 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan?
5. Is it has positive different significant learning results of the students inter cycle after applied the collaboration of Creative Treffinger model and Giving Question and Getting Answer?

## 1.3 Problem Formulation

Based on the problem identification that has been told above, so the problem formulation that got from the research are:

1. How to increase students' learning activities through the implementation collaboration of Creative Treffinger model and Giving Question and Getting Answer learning model in accounting subject in 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan academic year 2013/2014?



2. How to increase students' learning results through the implementation collaboration of Creative Treffinger model and Giving Question and Getting Answer learning model in accounting subject in 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan academic year 2013/2014?
3. Is it has positive different significant learning results of the students inter cycle after applied the collaboration of Creative Treffinger model and Giving Question and Getting Answer?

#### **1.4 Problem Solving**

Based on the background of the problem above, problem that has been noticed by researcher needs to be solved. As it has been explained above if the students in 1<sup>st</sup> accounting grade 10<sup>th</sup> SMK Negeri 7 Medan have the learning results that are still far from minimum completeness criteria. The minimum completeness criteria that decided by the school is 80. One of the aspects that need to be improved is the ability of the teacher to organize the learning activity. Where in this case we can see if the center of the learning activity is teacher, whereas nowadays there has been appear a new paradigm that says the students to be center of learning activity is in the students. That is for progress the qualities of education are in learning outcomes or in learning activity of the students. To get the paradigm's goals, writer giving the alternative for solving the problem with apply the collaboration of Creative Treffinger model and Giving Question and Getting Answer expecting with applied this model can take the students as a center learning in the learning activity.

Creative Treffinger Model is a learning model which can change passive students become active students. Because in this model students will be divided to several teams where each team is have 2-5 members. They will be given different assignments from the teacher and then they solve them together. When they solve the problem for those questions the teacher will see every students who actively work the questions out to see the result of their discussion, teacher may give by having the other team ask some questions for their discussion.

Giving Question and Getting Answer Model is the model which good to know where is the students' ability to follow the learning topic that has been presents. Beside that this model also trains the students brave to propose their argument bravely for solving the problem. This case can be seen from the cards' content that they write about the part that they understand and the part that they do not understand.

Based on the explanation above, the author has been assured to collaborate Creative Treffinger Model and Giving Question and Getting Answer Model. The applications do by telling about the learning's goals and learning materials doing by teacher. Teacher after that divides the students to several teams which have 2-5 members, and then teacher will be give the evaluation by asking the students to writes in the cards the part that they understand and the part the less understand.

When they presents their discuss, teacher finding several problem that they can't to answer, the teacher will be give the feed back to the students about in which part they have understand and in which part they less understand. So that

teacher did collaborated Creative Treffinger Model and Giving Question and Getting Answer Model.

### **1.5 Goals of the Research**

Based on problem solving that has been told above, so the goals of the problems are:

1. To know the increasing of learning activities accounting subject in 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan academic year 2013/2014 through the collaboration implementation of Creative Treffinger and Giving Question and Getting Answer.
2. To know the increasing of learning result accounting subject in 1<sup>st</sup> Accounting Grade 10<sup>th</sup> In SMK Negeri 7 Medan academic year 2013/2014 through the implementation of collaboration Creative Treffinger and Giving Question and Getting Answer
3. To know the positive different significant of increasing learning result accounting subject inter cycle after through the implementation of collaboration Creative Treffinger and Giving Question and Getting Answer.

### **1.6 Benefit of the Research**

This research is expected to give some benefits to the users of this research information. They are:

1. To increase the writer's knowledge in applying the collaboration of Creative Treffinger and Giving Question and Getting Answer so that it can increase the learning activities and learning result accounting subject.
2. As a reference to the school especially to the accounting teachers in SMK Negeri 7 Medan for doing the collaboration model of Creative Treffinger and Giving Question.
3. As a reference to Civitas Academica State University of Medan, especially for economic faculty community, State University of Medan that doing the same research.

THE  
*Character Building*  
UNIVERSITY