

**COOPERATIVE LEARNING METHOD FOR IMPROVING STUDENTS' MOTIVATION
OF POST EARTHQUAKE IN JUNIOR HIGH SCHOOL OF EAST LOMBOK**

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Abstract

This study aimed to determine the impact of cooperative learning on the motivation of junior high school students after an earthquake disaster in East Lombok. Students had experienced a decrease in learning motivation after and during earthquakes. Cooperative learning which was a learning with small groups and its interactions, positive dependence, individual responsibility, face-to-face interaction, and collaborative are expected to increase students' motivation. The research method used was ANOVA with 120 students. The results of the study indicated that there was the influence of collaborative methods on student motivation. Students' experience increased motivation during cooperative learning, because of the feeling of togetherness among members and supporting one another.

Keyword : cooperative learning, motivation, achievement

INTRODUCTION

An earthquake measuring 6.4 on the Richter scale rocked Lombok Island on July 29, 2018 and was followed by 1,973 times of aftershocks for one month. The impact of the earthquake was on all sectors of life including education. There were 3,051 classrooms damaged and almost half were categorized as severely damaged. This made the education sector paralyzed for some time. Finally the government assisted by the society to build emergency tents for temporary learning places for students.

The conditions inside the tent certainly had many limitations and inconveniences, although there were damaged classrooms, falling and broken tiles and broken walls that cannot be used anymore are not a barrier to learning. The enthusiasm for learning of students was able to make them return to study regardless of the emergency tent starting from the heat of the weather during the day and also that could not protect them when it was raining. In addition to the effect of the weather, the students also felt that the atmosphere was too crowded because the location of evacuation of the surrounding community was also located on the school yard.

A very erratic situation, it was needed to foster cooperation and motivation to rise. Cooperative learning was suitable for application in these conditions. Cooperative learning was a learning that worked together on a team in which there was a positive dependence, individual responsibility, face-to-face interaction, collaborative, and group processing (Felde & Brent, 1994). Cooperative learning promotes high-level thinking, acceptance of socially acceptable behavior, and race (Cohen, 1994). Capar & Tarim (2015) showed the results of their research that cooperative learning could improve learning outcomes and students' attitudes. Students' positive attitude towards learning would influence their motivation.

Panitz (1999) explained the main benefits of cooperative learning, which increased students' self-confidence, which in turn motivates students to participate in the learning process, results in higher levels of achievement by all participants, students help each other, builds supportive communities that increase the level of performance of each member, and raises higher self-esteem for all students. The abilities and skills that Panitz conveyed were greatly needed by students affected by the earthquake. Raising the enthusiasm and motivation of students was very much needed that they would rise. Hancock (2004) based on the results of his research showed that cooperative learning could increase motivation. Singhanayok & Hooper (1998) conveyed the results of research from Carrier and Sales (1987) that students who worked cooperatively seem to motivate each other.

RESEARCH METHODOLOGY

This research was conducted in East Lombok. The research subjects were 120 students from two schools. At each school, it was treated as an experimental class with cooperative learning, and a control class. Data analysis used was ANOVA to determine the effect of cooperative learning on motivation.

RESULT AND DISCUSSION

Cooperative learning in this study showed a significant effect on students' motivation. Students, at the beginning of school after an earthquake and when earthquakes still occurred in small scale, had low motivation to learn. The condition of the school that was not conducive yet or emergency, with various building damage and other learning facilities, students still experienced

fear to attend learning in school. Cooperative learning at the beginning of implementation, students still felt less motivated to take part in learning. When cooperative learning was carried out and interacting with friends, students began to build their learning motivation. Students who have high peer orientation were significantly more motivated to learn (Hancock, 2004). Having involved in groups actively, it could increase students' self-efficacy.

Self-efficacy was related to participation in groups (Peg Thoms, 1996). Self-efficacy had consistently found that it had a significant impact on performance on various tasks as well as motivation (i.e. effort), emotional reactions, and persistence on a task (Gist and Mitchell, 1992 in Peg Thoms, 1996). Combining strategy goals with progress feedback had the greatest benefit on self-efficacy and achievement (Schunk, 1991). Students who maintained their involvement in academic assignments by highlighting the importance of values or by promising themselves extrinsic prizes could receive higher course grades than other students who do not use the strategy (Wolters, 1998 in Liu, Wang, Kee, Koh, & San, 2014). Higher levels of academic achievement were associated with greater use of cognitive strategies and self-regulation.

Emmanuel, Adom, Josephine, & Solomon (2014) showed that there was a positive relationship between achievement motivation and academic achievement but the correlation was not significant. Intrinsic motivation could be strengthened through the application of self-learning and monitoring strategies (Zimmerman & Risemberg, 1997). Achievement motivation and learning strategies were the strongest causes of academic achievement (Yusuf, 2011). Elliot & Thrash (2001) explained that someone would try to do better through achievement management, by (1) showing others that he had positive characteristics, (2) experiencing pride in success, (3) winning acceptance approval from people other, or from some other plausible reasons.

Cooperative learning stimulated cognitive activities, promoted higher levels of attainment and retention of knowledge (Tran, 2014). Nichols & Hall (1995) stated that cooperative learning methods were associated with increased learning motivation. Jones (1990) described based on a meta-analysis of research, showing cooperative learning promotes higher attainment at all grade levels, fields of study and for activities that require conceptual achievement, verbal categorization of problem solving, spatial problem solving, retention and memory, and motor performance.

Slavin (1980) showed an evidence that the results of achievement for cooperative methods varied depending on whether the method was oriented to Group Feeling or Group Investigation. Group Mastery Methods might be more effective for low-level learning outcomes, such as knowledge, calculation, reading, and application of skills, while Group Investigation methods might be more effective for high-level skills, such as identifying concepts, analyzing problems, and making judgments and evaluations. Cooperative learning was seen as a powerful method for motivating learning and had a positive effect on the classroom climate which led to encouraging greater achievement, fostering a positive attitude and higher self-esteem, developing collaborative skills and promoting greater social support (Anonim, 1997; Sadker and Sadker, 1997 in Majoka, Saeed, & Mahmood, 2007).

Academic motivation was a major academic determinant (Linnenbrink & Pintrich, 2002 in Komarraju & Karau, 2005). Academic motivation was related to self-efficacy, the score of assignments and the purpose of students' achievement (Bong, 2001). The orientation of the class objectives could be facilitated in the motivation of class mastery compilation patterns and adopted by students (Ames & Archer, 1988). High achievement motivation was related to the goals of what students receive in class. The results showed that teachers with low and high mastery were different in the degree to which they (1) supported learning and understanding oriented, (2) adapted teaching

to the level of development and students' personal interests, (3) students' autonomy and peer collaboration, and (4) decisions on the intrinsic value of learning (Meece, Anderman, & Anderman, 2006). Cooperative learning that involves extensive interaction with classmates, students with high peers will be very motivated to learn, while students with low peers may be less motivated (Hancock, 2004).

This study showed the interaction between learning methods and motivation towards learning outcomes. The results showed that there was an interaction between the learning model and the level of students' achievement motivation, which meant that there was a continuous relationship between the learning model and the level of students' motivation towards the learning outcomes.

When teachers applied cooperative learning models to students who had high motivation, it would provide positive motivation for students' learning outcomes better than students who had low motivation, and conversely the compilation of motivations associated with students was low, the learning outcomes obtained were not useful for students who had high motivation. This was in accordance with the opinion expressed by Nichols & Hall (1995) which presented cooperative learning methods that discussed increasing motivation to learn. Cooperative learning that involved extensive interaction with classmates, students with high peers would be very motivated to learn, while students with low peers might be less motivated (Hancock, 2004). Jones (1990) who described based on a meta-analysis of research showed that cooperative learning supports higher achievements at all grade levels, fields of study and for activities that required understanding concepts, verbal categorization problems, spatial problems, retention and memory, and motor performance.

CONCLUSION

Cooperative learning showed that there was an effect on students' motivation in recovery situations in natural disasters, earthquakes. Students were actively involved in the learning process in groups. By learning in groups, students felt they have something in common, so they supported and motivated each other. Achieving goals together, students carried out solid and mutually supportive cooperation that indirectly increased students' motivation.

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