Learning Model Cooperative for Adiwiyata Purposes: Increasing knowledge in School Environment

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Abstract: research was conducted to provide knowledge and understanding teachers able to conduct learning with learning model cooperative. The purpose of this research to increased knowledge about the importance of school management to adiwiyata in MTs. Umni Fatima Rumbai pekanbaru. Research methodology this uses the approach descriptive through simulation, video, and demonstration. A subject in the event are all teacher and school principal MTs. umni Fatimah rumbai Pekanbaru. Data collection use chief closed. Data analyzed by scale likert. The research can be concluded that the implementation of a movie simulation, and demonstration teachers MTs. umni Fatimah can increase and increase information knowledge and understanding of adiwiyata to teachers about learning model cooperative this is proven of the value of chief pretest and postest increased , in pretest stating totally agree 68 % and 32 % disagree, in posstest said totally agree 82 % and 18 % disagree.

Keywords: Cooperatif learning, adiwiyata

1. Introduction

Joining adiwiyata program designed to encourage and form schools in Indonesian to implement the efforts environmental conservation and sustainable development for the sake of generation now and in the future. Expected through this program at the last day people these schools can also responsible in the efforts to saving the environment and sustainable development. Award adiwiyata school create a good condition for schools to be a learning and residents (awareness school teacher, students, and the other workers) through: (1) development policies school care and culture environment, (2) curriculum development environmental based, (3) development activities based participatory environment and (4) Development and management of supporting facilities school cultured environment . So that in the future residents school it can be responsible in the efforts to environmental saving and sustainable development. A method of simulation is a form of methods of practice which are to develop the skills school tuition. This method to move the real-life situations in activities or space study because the trouble to do the practice of situations do indeed. For example, in a training facilitation, a participant did the simulation a method of learning as if central do it with group of assistance. A companion other had a role as a group cooperate which it will actually be they encountered in daily participants. Simulation, participants has a greater role as her own while doing a activities and a task completely will he do.
Learning is a model of governance of the order of learning, that has been made by someone/organization, to be followed if to use it, may not modify to continue to use the name of the model was. But in the reality in schools still a lot of teachers who use conventional methods, so that the process of learning in class less interesting. In the regard learning need to model that can help teachers in the process of learning in conveying the purpose of learning in class. Thus, Acknowledge outlined above, needs to be done an activity that can improve understanding and skill teachers in developing professionalism, especially in applying learning model cooperative after seeing a method through a video. The research was conducted in Rumbai Pekanbaru. Audiences targeted these activities are teachers MTs Ummi Fatimah Pekanbaru that could be implemented effectively, efficient, and interesting. The problems frequently facing counterparts is a lack of understanding teachers on the implementation of the model and the learning methods he continued to be held in the classroom. So there mistake understand (misconception) in applying learning model and methods their experiences in the class. Based on the workshop be done about the implementation of media learning innovative to school programs adiwiyata in MTs Ummi Fatimah Pekanbaru, is expected to provide knowledge and understanding of learning model cooperative.

2. Research Method

Research conducted for teachers and principals in MTs Ummi Fatimah Pekanbaru. A method of activity which is considered be implemented effectively is the activity workshop and assistance simulation. Activities on the first phase of the implementation of the workshop is given by lecturers accompanied by exertion student education course of study biology. Workshop participants and simulation is all teachers in MTs Ummi Fatimah Pekanbaru. In the first phase to be told by the lecturer is understanding the simulation, kind of classroom and video and demonstration. This is done by using the method lectures. At a meeting of the second is that assistance simulation in the classroom. Tools and the materials to be used laptop is, in focus, the screen and video learning about innovative models.

3. Results and Discussion

Research in MTs Ummi Fatimah Pekanbaru was conducted on 11 January 2017 to the number of participants 10 people teachers and 1 the heads of school. The sample this is the tribunal teachers, the school principal. Based on the research phase obtained the results of pretest and posttest as shown in table follows:

| No | Statement | Very Agree | Agree | Less Agree | Not Agree |
|----|-----------|------------|-------|------------|-----------|
| 1  | Teacher had needed training about simulation learning model cooperative | 22 (100%) | 0 | 0 | 0 |
| 2  | A cooperative learning model are necessary for all subject teachers/field of study | 11 (65%) | 7 (32%) | 0 | 0 |
| 3  | Participants (teachers) have understood simulated learning model cooperative at school | 6 | 5 (23%) | 14 (64%) | 3 (13%) |
| 4  | Participants (teachers) already apply a cooperative learning model in the implementation of learning at school | 7 (100%) | 8 (36%) | 8 (36%) | 4 (18%) |
| 5  | A school providing enough time to provide training, guidance and chance of a cooperative learning model | 8 (36%) | 7 (32%) | 3 (14%) | 4 (18%) |
| 6  | Material simulation learning model cooperative have perceptible by teachers at schools | 7 (99%) | 10 (45%) | 3 (14%) | 4 (18%) |
| 7  | Media used in the school able to understand the topic a cooperative learning model | 6 (24%) | 8 (36%) | 5 (23%) | 4 (18%) |
| 8  | Communicating stuff on a cooperative learning model guidance training is enough in school | 1 (5%) | 3 (14%) | 16 (61%) | 2 (10%) |
| 9  | Communicating stuff on a cooperative learning model by sources able to attract participants | 4 (21%) | 11 (56%) | 1 (5%) | 0 |
| 10 | Training about a cooperative learning model are needed by teachers | 1 (7%) | 4 (18%) | 1 (5%) | 0 |
Through this stuff on a cooperative learning model through a video by presenter, so based on the survey pretest has given increased on the outcome of posttest seen in table 2. The implementation of this report is written one day. The delivery of its implementation the matter with the talks about understanding a cooperative learning model then followed by discussion. During the research phase lasts all participants who had seen very happy and enthusiastic. This is because during they did not know and understanding of a cooperative learning model that must be applied in the implementation of education and in every learning in class to improve their experiences in the class. A cooperative learning model is also considered very important because associated with one of the requirements for teachers to promotion and certification.

Through the event participants start understanding of how important improvement in learning through a cooperative learning model to begin in teachers responsibility as an education teacher, it is proven from the survey said teacher was needed training about a cooperative learning model 100% all participants said totally agree both before and after the research phase. While on a statement simulated learning model cooperative are necessary for all subject teachers / field of study on pretest said totally agree 68% and 32% said they agreed in postest said totally agree 82% and 18% disagree. Participants statement third (teachers) have understood simulated learning model cooperative at school contestants answer on pretest totally agree 0%, agreed 23%, not agree 64% and 13%. While in posttest totally agree 68% while choose agree 22%, not agree 5% and disagree 5%. Next participants (teachers) already apply learning model cooperative in the implementation of their experiences in the school in pretest 10% could not agree, agreed 36%, disagree 36% and not agree 18% and on postest 36% could not agree, agreed 36%, disagree 18% and not agree 10%. While the school provide enough time to provide training, guidance and chance of a cooperative learning model in pretest 36% said could not agree, 32% agree, 14% not agree and 18% disagree, while in postest 36% said could not agree, 36% agree, 18% not agree and 10% disagree.
The simulation cooperative learning model is understandable by in schools in pretest 10% could not agree, 32% agree, 45% not agree and 14% disagree, while in posttest 50% contestants answer totally agree and 50% agree. Media statement used in school able to understand the topic on a cooperative learning model in pretest 23% said could not agree, 36% agree, 23% not agree and 18% disagree, posttest 60% said could not agree, 28% agreed and 12% not agree. Peryataan this matter and guidance training is enough in school contestants answer on pretest 5% could not agree, 14% agree, 71% not agree, and 10% disagree, on posttest all participants said totally agree 100%. While this stuff on a cooperative learning model by sources able to attract participants in pretest 41% could not agree, 55% agree, and 5% not agree, and in posttest said 55% could not agree, 41% agreed and 5% not agree. Training about a cooperative learning model are needed by teacher at pretest 77% could not agree, 18% agree, 5% not agree, and in posttest participants said agree 26%, 64% not agree and 10% disagree. So teachers need knowledge of a cooperative learning model, so soon became human understanding fine to refine himself, students, and learning to better. Consistent with the objectives of a cooperative learning model is improving and improve learning outcomes students and how to follow in the classroom.

4. Conclusion

The research conducted it can be concluded that the implementation of a cooperative learning model teachers MTs Ummi Fatimah is located in a Rumbai Pekanbaru provinces Riau can improve and more information knowledge and understanding for teachers about learning model cooperative, it is proven of enthusiastic participant in training and according to the survey participants.

5. References

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