

Improving Students' Motivation and Achievement Through Informal Cooperative Learning Model On "Kar-Karan" Game in Social Science Subject Kar-Karan (Indonesian Traditional Game) In Motivating Students Achievement

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Abstract

Purpose: *the research was to improve students' motivation and achievement in social subject of class VII/C Junior High School 5 Jombang by using informal cooperative learning model on "kar-karan" game. This action research applied Hopkins design. It included as classroom action research that collaborate the researcher and teachers.*

Method: *This research was designed in two cycles in which each cycle consisted of three meetings. The data were collected by test, observation and rating scale.*

Findings: *The findings of the research revealed that there was an improvement of students' motivation during teaching and learning process. It showed that out of 36 students, 70% on the first cycle was motivated and increased 90% on the second cycle. Moreover, there was an improvement of the students' mean score from Cycle 1 and Cycle 2. The mean of score in Cycle 1 was 77.08, while the second cycle was 83.61. It implied that all students had achieved 75 as predetermined KKM. Likewise, this research is proposed to provide theoretical and practical contributions to the teaching and learning of Social Science subject.*

Significance: *Theoretically, it is likely to be a new insight on the teaching of Social Science subject by using "Kar-karan" Game. Practically, it is expected to be worthy for teachers in using this informal cooperative model.*

Keywords: *Informal Cooperative Learning Model on "Kar-Karan" game, motivation and achievement.*

I. Introduction

Social Science (IPS) as a science that describe social phenomena. This subject should be a subject of interest to the students, so the purpose of social studies curriculum can be realized. To achieve these objectives, a social studies teacher should implement qualified learning process. Organized quality interactive learning, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interests and physical and psychological development of students (Law 19 of 2005, section 19).

Social Sciences (IPS) is a subject that examines a set of events, facts, concepts and generalizations related to social issues and citizenship. Social knowledge in elementary school serves to develop the knowledge, values, attitudes and skills of the students about the community, the nation and state of Indonesia. Social science aims; (a) teaches the basic concepts of sociology, geography, economics, history, and citizenship through pedagogical and psychological approach; (b) develop the ability to think critically and creatively, inquiry, problem solving and social skills; (c) build commitment and awareness of social values and humanity; and (d) improve the ability to cooperate and compete in a pluralistic society, both national and globally (National Education Department, 2003).

School-age students at the first level, essentially have the potential to be developed on the basis of social studies, namely; potential impetus want to know (sense of curiosity), boost interest in attention (sense of interest), the urge to prove reality (sense of reality), find themselves thrust (sense of discovery), boost adventure (sense of adventure), and encouragement to face the challenge (sense of challenge) (Sumaatmadja, 2002).

The development of learning strategies in schools did not create IPS atmosphere and the new conditions, but continued life starts from experience and life experienced by students. According to Piaget (1963) in Wiraatmadja (2002) that the children in the age group 7-11 years are in the development of intellectual abilities / cognition in concrete operational level.

The development of social studies learning strategies urgently need appropriate learning models. One of learning models that is assumed to be applied to learning social studies in middle school is an informal cooperative learning model kar-karan-type game.

Theoretical Background

a. Cooperative Learning

Cooperative learning is learning consciously and deliberately, develops successive, fosters interaction to avoid misunderstanding offense that can lead to hostility. Abdurrahman and Bintoro (2000) concisely say that "cooperative learning is learning consciously and systematically develop successive interactions grindstones, compassion penance, and penance foster among fellow students as an exercise in living in a real community." There are six main phases in the cooperative learning (Arends,1997). Cooperative learning begins with teachers inform the objectives of learning and motivate students to learn. This phase is followed by the presentation of information, in the form of text instead of verbal. Next phase is followed the steps in which the students under the guidance of teachers working together to accomplish tasks that are interdependent. The final phase of cooperative learning includes group presentation of the final product or test what they have learned by students and the introduction of group and individual efforts.

Various research findings showed that the cooperative learning model to help teachers and students in learning social studies better, that is why cooperative learning was developed. Slavin (1990) found that 86 percent of the students were taught by cooperative learning model had a high learning achievement in social studies than students were taught by other learning models. Wheeler (1977) reported that students taught with cooperative learning models were more successful in learning social studies than students who were taught by the competition system, with comparable levels of 74%: 26%.

b. Informal Learning Cooperative Model on "Kar-karan" Game

Games-Based Learning includes learning that accommodates all existed learning theories. Smaldino (2005) states that learning can be used with the game in general, both for behaviorism theory, cognitivism, constructivism, and even social psychology. Because students have the pleasure of participating actively in the game. Thus, the use of this learning in the classroom can be accounted for theoretically.

Application of learning by incorporating elements of the game, if it is managed properly, will result in positive things in learning. Meire (2002) stated that learning the game, if it is used wisely may: 1) get rid of the seriousness of the hamper; 2) relieve stress in the learning environment; 3) invite people to be fully involved; 4) improve the learning process.

Several requirements for Game-Based Learning should be: 1) Related directly to the world of work / student world; 2) teach learners how to think, access information, react, understand, develop, and create real-world value for themselves and their organizations continuously; 3) very fun and exciting, but not to make learners look silly or shallow; 4) frees learners to work together; 5) challenging, but not to make people upset and lost my mind; 6) provide sufficient time to reflect, give feedback, dialogue, and integration (Meire, 2001).

"Kar-karan" game is a traditional game of children in the town of Jombang. This game uses picture cards (usually the kids call it 'wayang') that there are numbers in the right corner of the card. This game requires at least 2 people. However, children usually do three, four, five, or six. They play by staking a number of the card itself. However, it is not always the card as stake. Sometimes, they stake a rubber band. (IPS Teacher, Jombang).

Method of learning to play kar-karan is a method of learning that adopt kar-karan game for the benefit of student learning. To execute this method, there are some things that need to be prepared. Those things are: 1) setting up the game; 2) the determination of the group and the players, and 3) prepare rules of the game. (IPS Teacher, Jombang).

The stuffs for playing "kar-karan" game are: 1) cards (wayang), each group of approximately 50 sheets; 2) playing card (written player 1, player 2, player 3, and 4 so that 4 playing cards each group; 3) question cards, the amount depends on the material being studied; 4) response cards, the amount equates to the question cards; and 4) the scoring sheet. (IPS Teacher, Jombang)

To determine the groups and players, teachers divide students into groups. Ideally, each group of four students or four players. So, there are player 1, player 2, player 3 and player 4. Each player has a specific task. Player 1 as a croupier. His job is shuffle cards and distribute the cards to himself and other players. Player 2 as the holder of question card and the card readers. Player 3 as the holder of answer cards and the card reader. Player 4 as a scorer. (IPS Teacher, Jombang).

There are several steps of Informal Cooperative Learning on "Karan Karan" games are as follows:

Step 1: Class Presentation

Class presentation is used by teachers to deliver the course material. The presentation may use the explanation method, question and answer, and soon, or group-formed activity.

Step 2: Group Formation

Group (team) consist of four students, heterogeneous in terms of gender. The main function of the group is to carry out their tasks in accordance chest numbers and to do a fair competition answer the quiz to get the highest score.

Step 3: "Kar-karan" Games

Kar-karan game consists of: (1) pictured-card (*wayang*), (2) question card, (3) answer card, (4) the score sheet. The core game is kar-karan tournament. In the tournament, student number 1 serves shuffling pictured-card (*wayang*), student number opens and reads about the question cards, student number 3 opens and determines the right / wrong with the answer, and the student number 4 assigned to record scores.

The implementation of the game as followed: first step, student number 1 shuffle pictured-card (*wayang*) and then distributed to the members of the group and each student gets 2 cards. Then students with the highest number card deserve one question and the opportunity to answer questions (about). If the answer is incorrect, then the question can be thrown at other students. If he/ she correct answer correctly, he/ she will get a score and so on.

Step 4: Scoring

The calculation of the score was determined as followed:

- 1) If the player answered correctly, she would got 3 scores;
- 2) If the player answered incorrectly, she/ he got 0 score, and then thrown to another player;
- 3) if the answer was less than perfect, would be given 1 score, and then thrown to another player;
- 4) Answerer of the thrown question was determined as follows:
 - a) The first man got 2 scores
 - b) the second man got 1 score

The results of each player's answers were recorded by the player 4. After game finished, researchers committed the calculation of scores obtained by each player (student)

Step 5: Appreciation/Awarding

The appreciation was given after all the questions answered and continued to finish the score calculation, for students who obtained the highest score in the group would get a prize (award). Award could be a greeting, or a gift certificate. (IPS Teacher, Jombang.)

Research Question

How can informal cooperative learning model on "kar-karan" game improve students' motivation and achievement in social studies class VII / C Junior High School 5Jombang?

Research Purpose

The purpose of this research was to improve the students' motivation and achievement in social studies class VII / C Junior High School 5 Jombang throughinformal cooperative learning model on "kar-karan" games

Actional Hypothesis

If students are taught by using the informal cooperative learning model on "kar-karan" game, the students' motivation and achievement in social studies class VII / C Junior High School 5 Jombang will be improved.

Research Significance

1. For students, it can be used as a way to increase motivation and learning outcomes.
2. Teachers, it can be used to develop an effective implementation of the learning process, by providing opportunities for students to engage and participate actively in the learning process.
3. For Schools, it can be used as a benchmark for policy-making in order to improve the learning process that carried out. Sothat the objectives of teacher education in schools can be optimally achieved.
4. For researchers, it can be used as a real contribution to improve the quality of research in the classroom learning process.

II. Methodology

This research is aclassroom action research (CAR) with the type of participatory collaborative with teachers in the classroom with the design of the Hopkins research. According to Hopkins (in Sanjaya 2009) argues that the implementation of the action research conducted spirals model, begin with feeling a problem, planning, implementing measures, re-do the plan, execute the action, reflecting, observing, and acting.

The research was planned in two (2) cycles. The first cycle of implementing cooperative learning informal *kar-karan*-type game with steps of learning activities: presentations, group (team), "*karkaran*" game, calculating scores and giving awards. The second cycle was designed based on the results of reflection after the implementation of the first cycle. The first cycle of research material "Identifying the differences between maps, atlases, and the Globe" and the second cycle of research material "identify the elements and symbols on the map".

The first cycle of meetings wereheld three times, and the second cycle executed as many as three meetings. Subjects were students of class VII / C Junior High School Negeri 5 Jombang. 36 students consisted of 15 femalestudents and 21 male students. While data collection techniques were obtained from the results of tests that were performed inthe end of each cycle.

Data about the group's activities in the informal cooperative learning, *kar-karan* type included: 1) positive interdependence, 2) face to face interaction, 3) individual accountability 4) interpersonal skills were taken using the observation sheet at the time of the actions implemented. Data on the implementation of cooperative learning informal *kar-karan*-type game that is going on in the classroom is taken from field notes made by the research team, and the data on linkages between planning and execution of learning scenarios and drawn from the observation sheet. Instruments used to collect research data, either for informal aspects of the implementation of cooperative learning *kar-karan*-type game and cooperative aspects of students' skills are rating scale in the form of a score or ranking

Data analysis is exploratory and descriptive flow model. This model consists of three components, data reduction, data presentation, and conclusion. Analysis of research activities were conducted last. While the quantitative data in the form of learning outcomes and observation sheets of group activities would be analyzed with an average score of criterion learning outcomes and the percentage of student learning outcomes. Quantitative data was obtained from scores of daily tests that were held the first and second in the end of each cycle. The results were obtained by scoring without rubric. Maximum score obtained by the students each test was 100. Average scores of daily tests were calculated using the following formula.

$$x = \frac{\sum X}{\sum N}$$

Description
 x: mean score
 ΣX: the sum of all grades of students
 ΣN: the number of students

To find the percentage of mastery learning can be calculated using the following formula:

$$SA = \frac{\sum SP}{\sum SM} \times 100 \%$$

Description
 Σ SP = sum of score
 Σ SM = sum of Maximum score

Percentage of completeness was used to determine how many students who completed the task in each cycle. action research procedures include prior activities before the implementation of the action research and action research in progress. Observation Activities before the research were conducted to identify problems that occur in the classroom.

Action research was carried out in 2 cycles. The first cycle comprised of three class meetings, and the second cycle comprised of three class meetings. In more detail, observation was conducted in each cyclebefore implementing CAR through the subject of research, class VII / C Junior High School 5 Jombang.

Implementation of action research was conducted by two cycles with three meetings for each cycle, with the following first cycle: 1) planning: (a) Preparing Syllabus and Lesson Plan for informal cooperative learning modelon "*kar-karan*" games, (b) making the observation sheet (c) preparing media of learning, (d) preparing questions / quiz. 2) the action; Researcher carried out learning activities in accordance with Lesson Plan. 3) observations; researcher asked for help of a social studies teacher and a colleague as observer to observe the learning process by using the observation sheet that has been made. 4). Reflection; researchers reflected on the learning process. The results obtained in the observation phase would be collected and analyzed. Reflection was done by looking at the data of observation, whether the learning process increased the motivation to learn and the cooperative skill students in teams. The results of this reflection would be used as the basis for improvements in the next cycle.

While in the second cycle was also conducted with three meetings with the following stages: 1) planning, researcherimproved plan based on the findings and recommendations of the reflection of the first cycle . 2) the action, researcher implemented appropriate learning activities based on improved Lesson Plan. 3) observation, researcher with the help of a social studies teacher and colleague observed the learning process in

an effort to collect data on the implementation of cooperative learning informal *kar-karan*-type game and cooperative skills of students. 4) reflection, researchers reflect on the learning process in the second cycle, based on the observation. As the reflection of the first cycle, reflection of second cycle involved researcher, observer, and a social studies teacher of Junior High School Negeri 5 Jombang. Indicators of success, the research was considered successful if student motivation increased and attained the criteria "very good" and achievement also attained criteria "Good".

III. Results

A. The Results of the First Cycle

1. Planning

At the planning phase researcher did the following things: a) discussion with the teacher of class VII social studies; b) observation of the condition of class VII / C Junior High School 5 Jombang; c) identification of the problems in teaching and learning; d) developing systematic learning steps; e) developing appropriate syllabus and lesson plan for informal cooperative learning model on "*kar-karan*" game; f) developing questions and games, for the assessment; g) making the observation tool, to find out the activeness and creativity of students in learning; and h) preparing the game and blank media to record the score.

2. Implementation

The first phase of implementation of the action cycle is performed three times with an informal cooperative learning model on "*kar-karan*" game. This stage is the implementation of what has been planned by the researcher with the observer at the planning stage. the activities were initiated during the early learning period second semester of the school year 2012/2013. first meeting was conducted on January 7, 2013, second meeting on January 14, 2013, third meeting on January 21, 2013 in class VII / C Junior High School Negeri 5 Jombang. Researcher was helped by a social studies teacher of class VII and a colleague. Activities included: introductory activities, core activities, and closing. The material covered in the first cycle was "to identify the difference of maps, atlases, and globes".

The First Meeting,

In the preliminary event, the researcher began with the greeting, then give assignments for class chairman to lead a prayer before the learning began, the researchers conducted a check of student attendance and continued apperception and motivation. Then the provision of information about learning objectives, learning materials and informal cooperative learning model on "*kar-karan*" game.

The main activities are (1) the teacher presented the material "identificate the difference maps, atlases, and globes"; (2) the teacher divided the students into some groups, each group consisted of 4 students (heterogeneous) in accordance with the model of learning; (3) work (tasks) that the student number 1 shuffled cards (*wayang*), student number 2 held / read the question cards, student number 3 held / open the answer cards and determine the correct / incorrect answers, student number 4 wrote a score; (4) games, counting scores; (5) giving awards.

During the learning process, the communication has been created since the beginning of learning. Teacher did apperception with checking student attendance, question and answer learning materials, and learning model that will be implemented in learning.

Before the informal cooperative learning model *kar-karan* type game was implemented, the teacher explained the learning materials and followed by a question and answer material to determine the ability and motivation of the students before implementing the action.

In the next stage, grouping for class VII / C students, students were divided into 9 groups, each group consisted of 4 students and each group led by a group leader in charge of regulator. Grouping process took 15 minutes because it was initial process that took a long time.

With guidance from the teacher before the learning process, the chairman of the group divided the members in charge of holding the number 1, shuffled, and handed cards (*wayang*), member number 2 holding and reading about the card, member number 3 in holding and reading the answer cards, as well as determine the right or wrong answer, member number 4 recording and calculating the score.

During the implementation of informal cooperative learning on "*kar-karan*" game, students were still confused with the task and the game because this method was very strange and has never been implemented in their schools, so the atmosphere was very noisy because they have not understood the learning process of the "*kar-karan*" game, so the teacher gave an explanation and guidance of the implementation process of informal cooperative learning "*kar-karan*" type game until the students understand and learning could be done with passion, happily, and compete fairly for the highest score.

The final stage was the calculation of scores for students who received the highest scores and came to the front of the class to receive rewards (prizes).

At the closing, the teacher with the students made conclusions and reflection on the implementation of learning.

The Second Meeting

The implementation of learning at the second meeting was held on January 14, 2013. while implementing cooperative learning informal “*kar-karan*” type game with the following steps:

At the second meeting of the preliminary activities, researcher conducted same learning activities as the first meeting. began with a greeting and asked class chairman to lead prayer before the start of learning activities, after that check student attendance and continued with the apperception and motivation. Then students were asked about prior subject, the difference of maps, atlases and globes, followed by write a competence standard, basic competencies, indicators, and learning goals, then followed a brief explanation of the learning materials and explained learning techniques to be performed.

The main activities, as followed: (1) the teacher presented the material on identifying the types of maps, map forms, and use of maps; (2) the teacher divided the students into groups, each group consisting of 4 students (heterogeneous) in accordance with the model of learning; (3) giving task for each group, student number 1 shuffled cards (*wayang*), student number 2 held / read about the card, student number 3 held / opened the answer cards and determined the correct / incorrect answers, the student number 4 the wrote score; (4) counting scores; (5) giving awards.

During the learning process, the communication has been created since the beginning of learning. Apperception is done by the teacher with checking student attendance, question and answer learning materials, and plan learning model that will be implemented in learning.

Before the informal cooperative learning model “*kar-karan*” type game implemented, the teacher explained the learning materials and followed by a question and answer material to determine the ability and motivation of the students before implementing of the action.

In the next stage, grouping for class VII / C, students were divided into 9 groups. each group consisted of 4 students and each group led by a group leader in charge of regulator. grouping process took 10 minutes faster than the first meeting. Direction from the teacher before the learning process, the chairman of the group divided members into member number 1, shuffled, and handed cards (*wayang*), member number 2 held and read about the card, member number 3 held and read the answer cards, and determine the right or wrong answer, member number 4 recorded and calculated the score.

The final stage, the calculation of scores for a student who received the highest scores and came to the front of the class to received rewards (prizes). c) a researcher with students made conclusion, then followed by evaluation activities in the form of a written test of 20 multiple choice questions with an allocation 25 minutes. After testing researcher concluded the material that has been studied.

The Third meeting,

The implementation of learning at the third meeting held on January 21, 2013. while implementing cooperative learning informal “*kar-karan*” type game with the following steps:

The preliminary activities of the third meeting still same with the first and second meeting which began with a greeting and asked class chairman to lead the prayer before the start of learning activities, after that check student attendance and continued with the apperception and motivation, then researcher asked the prior subject matter to the students about the different maps, atlases and globes. Researcher wrote competence standard, basic competencies, indicators, and learning goals, then followed a brief explanation of the learning materials and explained learning techniques to be performed.

The main activities, as followed: (1) the teacher presented the material on identifying the types of maps, map form, and use of maps; (2) the teacher divided the students into groups, each group consisting of 4 students (heterogeneous) in accordance with the model of learning; (3) giving task for each group. Student number 1 shuffled cards (*wayang*), student number 2 held / read the card, student number 3 held / opened the answer card and determine the correct / incorrect answers, student number 4 wrote score; (4) counting scores; (5) giving awards.

During the learning process, the communication has been created since the beginning of learning. Apperception was done by the teacher with checking students' attendance, question and answer learning materials, and plan learning model that would be implemented in learning.

Before the informal cooperative learning model “*kar-karan*” type game implemented, the teacher explained the learning materials and followed by a question and answer material to determine the ability and motivation of the students before implementing of the action.

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The final stage, the calculation of scores for a student who received the highest scores and came to the front of the class to received rewards (prizes). c) a researcher with students made conclusion, then followed by evaluation activities in the form of a written test of 20 multiple choice questions with an allocation 25 minutes. After testing researcher concluded the material that has been studied.

3. Observation I

In the observation phase, a social studies teacher. observed an informal cooperative learning process "*kar-karan*" type game and colleague observed student motivation. The results of the first cycle observations in first meeting with the instrument learning motivation and evaluation of learning outcomes obtained through the analysis below.

4. Analysis and Reflection

a. Data Analysis I

Based on data from Table 1, the implementation of informal cooperative learning on "*kar-karan*" game on the first cycle: preliminary activities reached 72%, main activities reached 72%, closing activities reached 72%, class atmosphere reached 70%. When looking at the average percentage that attained 72%, then in general all phases of improvements still needed to be pursued because it has not reached the criteria "very good".

For the aspect of students' motivation in the first cycle by table 2, reached the value 70. The details: paying attention to the teacher's explanation reached 12.5, committing a given task reached value 15, learning passion reached value 15, sportsmanship in the game reached a value 15, and diligence and not easily discouraged reached value 12.5.

Based on Table 3, it implied that 83.33% students who mastered learning and 16.67% of students were considered remedial due to minimum mastery criteria was 75% in SMP 5 Jombang.

b. Data Reflection I

Reflection stage is to conduct intensive discussions to determine the level of success of action and next step improvements that met the research objectives. Phase of reflection was carried out by researcher with the observer. Discussion of researcher and observer in reflection of cycle I recommended to do some changes in the second cycle. The changes included: 1) the stage presentation of material by the teacher, the teacher explains the core activities / materials presented were minimized in order to give students the opportunity more active; 2) stage of the game / quiz, students took turns member task of the first cycle is not equal to his task in the second cycle. The second modification of this technique was expected to enable students to become more active in learning, the interaction between group members was more intensive, learning process went well and the students' motivation was also better

B. The Results of the Second Cycle

1. Planning

In the planning stage on the second cycle, the researchers plan to make improvements based on the findings and recommendations of reflection of the first cycle. Implementation phase of the second cycle of the action was carried out with three meetings, on February 4th, February 11th and February 18th, 2013. Second Cycle researcher implemented informal cooperative learning model on "*kar-karan*" game. The steps were slightly improved by researchers, 1) the presentation of material by the teacher was minimized in order to give students the opportunity more active, (2) increased the number of question quiz or card.

2. Implementation

In the implementation stages of the second cycle, the researchers conducted the instruction in accordance with the Lesson Plan that has been improved, with an informal cooperative learning model type "*kar-karan*" type game. This stage was the implementation of what has been planned by the researcher with the observer at the planning stage. Activities included preliminary activities, core activities, and closing.

The First Meeting

In preliminary activities, the researcher began with a greeting and asked class chairman to lead a prayer before the learning activity took place, after that the researchers continued to check students' attendance, gave motivation and apperception about latitude and longitude, and continued with the information about the purpose of learning, material to be learned and learning model to be applied.

The main Activity are: (1) teachers presented the material, but the presentation of the material by the teacher was minimized to allow students more active; (2) students read textbooks for 15 minutes; (3) the students were grouped according to the first cycle; (4) work (task team); (5) games (quiz); (6) the calculation of the score; (7) giving awards.

In the beginning main activities, the teacher check students' attendance, questioned and answered previous week's material and continued with the teacher asked students to read textbooks, the course materials within 15 minutes and then students kept books in a bag. The next stage was grouping. The grouping of the members was still same, but there was change in the distribution tasks in order to make students more responsible on duty, more motivated and more in the spirit of the learning process.

The learning process in the second cycle, students were orderly, motivated, very sportive in the game, diligent and not easily gave up to complete fairly in the highest score. So that students did not want to stop learning. Last stage was counting scores, for students who obtained the highest score received an award (prize). C) closing activities, teachers and students made conclusions followed by a reflection on the implementation of learning.

The Second Meeting,

In the preliminary activities, learning activities begins with a greeting and ordered the head of the class to lead a prayer before the start of learning activities, after which researcher checked student attendance and continued with motivation and apperception about the subject matter at a previous meeting, followed by writing standards of competence, basic competence and learning objectives that would be achieved and learning techniques that would be done.

The main Activities of third meeting was conducted as followed: (1) the teacher presented the material, but the presentation of the material by the teacher was minimized to allow students more active; (2) students read textbooks for 15 minutes; (3) the students were grouped according to the first cycle; (4) work (task team); (5) games (quiz); (6) the calculation of the score; (7) awards. In the Beginning of main activities teachers checked student attendance, question and answer previous week's material and continued with the teacher assigned students to read textbooks within 15 minutes and then students kept books in a bag. The grouping of the members was still same, but there was change in the distribution tasks in order to make students more responsible on duty, more motivated and more in the spirit of the learning process.

The learning process of students in the second cycle was more orderly, excited to be learning, sportsmanship in the game, diligent and not easily gave up to compete fairly in the highest score, the high motivation so that students do not want to stop in the learning process. The final stage is the calculation of scores, for students who obtained the highest score received an award (prize). c) closing activities, teachers and students made conclusions followed by a reflection on the implementation of learning.

The Third meeting,

In the preliminary activities, learning activities begins with a greeting and ordered the head of the class to lead a prayer before the start of learning activities, after that researcher checked students' attendance and continued with motivation and apperception about the subject matter at a previous meeting, followed by writing standards of competence, basic competence and learning objectives that would be achieved and learning techniques that would be done.

The main activities in second meeting was held as followed: (1) the teacher presented the material, but the presentation of the material by the teacher was minimized to allow students more active; (2) students read textbooks for 15 minutes; (3) the students were grouped according to the first cycle; (4) work (task team); (5) games (quiz); (6) the calculation of the score; (7) awards. In the Beginning of main activities teachers checked student attendance, question and answer previous week's material and continued with the teacher assigned students to read textbooks within 15 minutes and then students kept books in a bag. The grouping of the members was still same, but there was change in the distribution tasks in order to make students more responsible on duty, more motivated and more in the spirit of the learning process.

The learning process of students in the second cycle was more orderly, excited to be learning, sportsmanship in the game, diligent and not easily gave up to compete fairly in the highest score. The high motivation so that students do not want to stop in the learning process. The final stage is the calculation of scores, for students who obtained the highest score received an award (prize). c) closing activity, researchers provide reinforcement to the learning material as well as reflection and group discussion followed by a written test evaluation, 20 multiple questions with the allocation of 25 minutes. After completion of work on the problems the students were instructed to collect their work to the teacher's desk. Teacher asked a class chairman to lead pray as closing third meeting of cycle two.

3. Observation

In the observation stage, a social studies teacher mother helped researchers to observe the process of the implementation of learning and colleague to observe students' learning activities. Based on the evaluation conducted at the end of the third meeting of as much as 100% Siwa has been thoroughly studied by the minimum completeness criteria established in Jombang Junior High School is 75%.

4. Analysis and Reflection

1) Data Analysis.

The second cycle of data analysis carried out by comparing the results of action first cycle and second cycle. Analysis of the results of the second cycle of action for the implementation of informal cooperative learning on "karkaran" game can be seen on the analysis below.

Information that the preliminary stages increased from 72 to 94, so the numbers rise 22%. Core activities has increased from 72 to 94, so the numbers rise 22%. Activities cover increased from 72 to 88, so the 16% rate hike. Classroom atmosphere also increased from 70 to 100, so the rate of increase in 30%. Overall aspects of the implementation of learning has increased 22% after the action in the second cycle. With the acquisition value of 94, the action in the second cycle for the implementation of cooperative learning informal game type kar-karan deemed to have been successful because in the criteria very well.

Obtained information show that: the students are paying attention when the teacher gives explanations increased 5% from 12.5 to 17.5. Then, the students are enthusiastic in participating in learning has increased 2.5% from 15 to 17.5. The next, the students are doing on given learning task increased 2.5% from 15 to 17.5. Moreover, the students are supportive in the game experience reached 5% from 15 to 20. Finally, the students are persevering and not easily discouraged also increased 5% from 12.5 to 17.5. With the acquisition value of 90, it can be said that it has met the criteria very well.

In order to get more details on the the percentage of completeness of student achievement in cycle I and II can be seen the following chart:

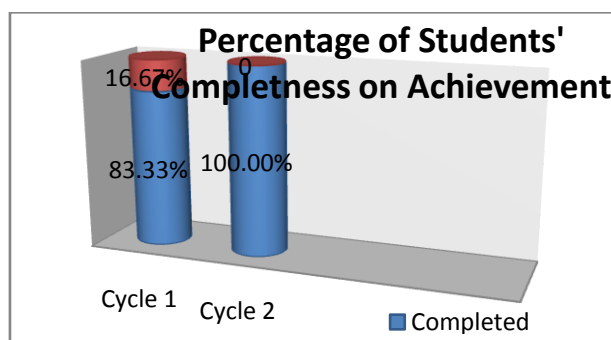


Figure 1: Percentage of Students' completeness on Achievement in Cycle I and II.

2) Reflection

Reflection activities performed at each end of the meeting during the cycle. This stage was the stage of observing in detail in the classroom in the form of teacher performance and student activities. The results of the reflection on the second cycle was used as a plan of action on future learning.

During the learning process of the second cycle recorded several conclusions that informal cooperative learning model on "kar-karan" game that has been modified yielded in better learning and increasing student motivation. During teacher delivered initial explanation about learning model, students were interested and enthusiastic about implementing the learning activities.

Motivation to learn, ability to answer questions and collaboration skills as group in informal cooperative learning model on "kar-karan" game were very good. It was indicated by the activeness of students taking a quiz on the "kar-karan" game, especially in the late stages of learning which awards was given, students seemed excited and motivated to learn.

The description above showed that the process of informal cooperative learning model on "kar-karan" game in the second cycle reached criteria that was expected to improve students' motivation and achievement.

IV. DISCUSSION

Based on the findings of research, it is known that informal cooperative learning model on "kar-karan" type game with implemented steps in the first cycle is less going well and the results are not maximal, because students are not familiar and still confused with the process of implementation of cooperative learning informal

“kar-karan” type game. Besides it is a new model for learning to them, modification steps of informal cooperative learning “kar-karan” type game at the stage of presentation of learning material by teachers made students more active i.e. active in reading textbooks so that students better understand the learning materials and capable of answering questions or quiz on the type of informal cooperative learning “kar-karan” game properly. Another modification to the stage as a group collaboration capability created difference in the first cycle and second cycle. members of the group in the first cycle was also different from the members of the group in the second cycle as well as the roles of different members of the first cycle with the role of members in the second cycle. it was intended that students become active in learning, better student interaction, cooperative group went smoothly and increased student motivation.

Overview of the results of the cycle in this research was conducted in two cycles. The results of reflection in the first cycle is used as a reference in determining corrective action in the second cycle. While the results of reflection in the second cycle was used as a reference for follow-up plan in the next lesson.

Based on two analysis of the observation of two observers can show that all aspects observed in cycle one and cycle two may increase. The increase was indicated by the percentage of mastery from 83.33% in the first cycle up to 100% in the second cycle. This result can be seen at the reflection stage that was s to conduct intensive discussions to determine the level of success of improved actions and next steps improvement to meet the research objectives. Phase of reflection was carried out by researcher with the observer. researcher and observer's discussion in the reflection of cycle I recommended to do some changes in the second cycle. The changes included: 1) the stage presentation of material by the teacher, the teacher explained the main activities / materials presented are minimum in order to give students the opportunity more active; 2) stage of the game / quiz students took turns of duty for duty member of the first cycle is not equal to the task in the second cycle. The second modification of this technique was expected to enable students to become more active, the interaction between group members more intensive, learning process went well and the students' motivation was getting better.

Moreover, in the second cycle, reflection activities was conducted at each end of the meeting during the cycle. This stage was observing in detail everything that happened in the classroom, both teacher performance and student activities. The results of the reflection on the second cycle was used as a plan of action on future learning. During the learning process of the second cycle recorded several conclusions that informal cooperative learning model on “kar-karan” game that has been modified yielded in better learning and increasing student motivation. During teacher delivered initial explanation about learning model, students were interested and enthusiastic about implementing the learning activities. Motivation to learn, ability to answer questions and collaboration skills as group in informal cooperative learning “kar-karan” game were very well. it was indicated by the activeness of students taking a quiz on the kar-karan game, especially in the late stages of learning which awards was given, students seemed excited and motivated to learn. The description above showed that the process of informal cooperative learning “kar-karan” type game in the second cycle reached criteria that was expected to be able increase student motivation and learning outcomes.

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