

THE EFFECT OF ACTIVE KNOWLEDGE SHARING STRATEGIES FOR LEARNING OUTCOMES BIOLOGY SUBJECT OF EIGHT GRADE STUDENTS OF SMP NEGERI 5 SAMARINDA 2013/2014

✓ Evie Palenewen and Edy Jumadil

Faculty of Teacher Training and Education, Mulawarman University
Email: Eviepalenewen@yahoo.com

Abstract

The Effect Of Active Knowledge Sharing Strategies For Learning Outcomes Biology Subject Of Eighth Grade Students Of Smp Negeri 5 Samarinda 2013/2014. This study aims to investigate the influence of Active Knowledge Sharing Strategies on learning outcomes Biology knowledge of eighth grade students of SMP N 5 Samarinda. This study is quasi-experimental (quasi -experiment) with a pretest - posttest design group. Population in this study were all of students in the eight grade of SMP Negeri 5 Samarinda. The class VIII-A as experimental group and class VIII-B as a control group. Sampling was using purposive sampling technique. Samples were 30 students for the class of Active Knowledge Sharing (VIII A) dan 30 students for the class of control group (VIII - B). Retrieval of data using students achievement test in essay form. The hypothesis of this study is the application of learning strategies had influenced Active Knowledge Sharing on learning outcomes Biology subject of eighth grade students SMPN 5 Samarinda. Data analysis using t-test and results of study shows that the average score of the two groups obtained t-value is greater than t-table ($3.35 > 1.671$). It means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It shows that there are significant differences in student learning outcomes using Active Knowledge Sharing strategies between the class of experimental group) and class VIII B (control group) uses the direct instruction.

Keywords: Active Knowledge Sharing, Direct Learning, learning

INTRODUCTION

Education is an important aspect for the development of human resources . Because education is a process which is used not only to liberate man from having fallen behind, but also from poverty. Education is believed to be able to instill the capacity for people to learn new skills so as to obtain a productive human being. On the other hand, education is a vehicle for widening access and social mobility in society both horizontally and vertically. According to Silberman (2002), learning is not an automatic consequence of the delivery of instruction to students. Because, basically learning requires mental involvement, as well as actions . In active learning , students do most of the work of learning. He studied the ideas, how to learn and applying what he learned, and this is the basis fact of active learning .

At this time, the learning process is more often defined as a teacher who explains the material and students listen passively. However, it have found that the quality of learning is improved when students get ample opportunity to ask questions, discussion, and use new knowledge . In this way, new knowledge will tend to be quickly understood and controlled . Learning to improve the quality of education is use to improve the learning process. Learning is a process of interaction or reciprocal relationship between teachers and students in the