

Tutorial model Program Akreditasi Tutor i (PAT-UT) I dan student team achievement division (stad) ditinjau dari motivasi belajar mahasiswa

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Abstrak

This article was written based on research that aims to determine : 1) Effect of the use of a tutorial model I Tutor Accreditation Program (PAT-UT I) and Student Team Achievement Division (STAD) of the course of elementary school science teaching and learning; 2) Effect of learning motivation; and 3) the interaction of two tutorial models (UT's Tutor Accreditation Program 1/PAT-UT I and Student Team Achievement / STAD) with the learning motivation and learning achievement. This study used experimental method of two-way factorial design (ANAVA 2 x 3). This study involved two groups, which were PAT-UT I group and STAD group. Data was collected by means of questionnaires and multiple choice learning achievement tests. The results showed (with significance level (α) 5%): 1) Tutorial model has a significant effect on learning achievement attained by students; 2) learning motivation influenced learning achievement significantly; 3) there were no interaction between the tutorial model, learning motivation, and learning achievement. It was concluded that learning achievement of students with STAD tutorial model were better compared to PAT-UT I tutorial model. Higher learning motivations were resulted in higher learning achievements and learning outcomes.