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RESEARCH ARTICLE

COOPERATIVE LEARNING MODEL IMPLEMENTED BY TUTOR IN ACCORDANCE WITH THE CITIZENS' LEARNING MOTIVATION OF *KEAKSARAAN USAHA MANDIRI (KUM)* PROGRAMS IN UPTD-SKB KENDARI, SOUTHEAST SULAWESI PROVINCE

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ABSTRACT

Research problem of this study is finding out; (1) How does the description of a cooperative learning model implemented by tutor in learning activities of *Keaksaraan Usaha Mandiri (KUM)* program in UPTD-SKB Kendari Southeast Sulawesi province ?; (2) How does the description of the motivation to learn by citizens of UKM program in UPTD-SKB Kendari Southeast Sulawesi province ?; and (3) Is there any significant relationship between cooperative learning model applied by tutor with the motivation of citizens to learn in KUM program (KUM) of UPTD-SKB Kendari Southeast Sulawesi province?. The objectives of this study are (1) to determine the cooperative learning model applied by tutor in the learning activities of KUM programs in UPTD-SKB Kendari Southeast Sulawesi Province; (2) to describe the motivation of citizens to learn in KUM program of UPTD-SKB Kendari; (3) to know the significant relationship between cooperative learning model applied by tutor with the motivation of citizens to learn independent business literacy program (KUM program) in UPTD-SKB Kendari Southeast Sulawesi Province. Population of this research is all citizens of KUM program in UPTD-SKB Kendari city, by 26 people of total population. The techinque of sampling uses total population techniques. Data analysis techniqueas of this research are descriptive statistical analysis techniques and nonparametric statistical analysis techniques and to test the hypothesis by using *Spearman rank* formula followed by the t-test. The results show that the description of cooperative learning model implemented by tutor learners in learning activities of KUM program in UPTD-SKB Kendari Southeast Sulawesi Province is at the level of the medium rank category*;* and the motivation of the citizens to learn the program is at the level of intensity of response which also categorized medium rank. In addition, the significance of test results through the t-test is at the level of $\alpha = 0.05$ with df = (n - 2) = 26-2 = 24: obtained index $_t$ (4,6)> t_{table} (2.064); and the result of coefficient r**s** is 0.68 (categorized in fairly strong by positive correlation), which means that there is a significant relationship between cooperative learning model applied tutor with the motivation of citizens to learn independent business literacy program (KUM) in UPTD-SKB Kendari Southeast Sulawesi Province

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INTRODUCTION

The development of human civilization has demanded the ability of education systems to have relevance to society demands in the large area, since the education is a major capital base for each country. According to Law No.20 / 2003, education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing a wide range of potential for theirselves to have the spiritual power, religious, self-control, community, nation and state. In addition, it is also explained in article 4, paragraph 6 of Law No.20 / 2003 that in the provision of education, it empowers all components that include families, communities and the government itself. In the world of education, education can be done through three channels, namely formal, non-formal and informal. Non-formal education is basically organized for citizens who require educational services outside the school system and it is directed in to be a substitute for, enhancer, and / or complement formal education in order to support lifelong education. One of the non-formal education programs while being promoted today is the implementation of literacy education programs in order to provide educational services equally to all citizens, especially for illiterate citizens. Literacy programs is growing again as an independent business literacy program or *Kemitraan Usaha Mandiri* (KUM) which is, as one of the activities in an effort as lesson to the illiterate people so that they have the ability to

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read and write, count, and speak Indonesian as well as basic knowledge and life skills ability in order to materialize the community who likes to learn and has the ability and skills *(life skills)* so that they can develop their potential in trying to supplement the family income independently. Some studies show that literacy education is no longer seen as a form of waste, but as an investment in human resources which affect other aspects, such as: economics, politics, law, democracy, human rights, social, cultural, health, environment and so on. Other studies show that citizens are literate will readily respond to and enhance access to information, most of which are displayed through access read-write-count in the print and electronic media. Based on those studies, they show that literacy education should be an important instrument for solving other problems in various fields of life. Once the problem is solved illiteracy, it will have an impact on other development programs. Therefore, we must put the hope of a successful implementation of literacy education, it is because in general the majority of illiterate people are at their status as the poor citizens. The literacy education program can be an important moment for *calistung* (read, write and count) skills are sought to be the ultimate goal of the program. It can also be integrated with poverty reduction programs by utilizing functional skills into action programs in teaching functional literacy to address the problems faced by learners in economic activity. The successfull obtained in the expansion of access to literacy education is actually very proud of, but in terms of the quality of the implementation the program, it appears that it still need to be reexamined.

This is because literacy education programs organized so far not fully achieve the goals that correspond to the goal of standard program implementation. Kusnadi (2005) mentions that there are some problems faced in the implementation of functional literacy pursued, they are; (1) the implementation of learning in learning groups is still delivered by expository, tend to be classical, and less use of andragogi principles, (2) preparation of study plan or curriculum has not been based on the identification of the real needs of the learners, their ability and experience, life environment and local resources that are available or can be provided, so that this allegedly resulted in their motivation becomes low, (3) tutors are less involved citizens in the preparation of learning / schedules of learning, and the determination of the topics / learning materials, then it is still dominated by the tutor; (4) in the learning process of group learning, tutor still rely or KF-oriented to the module as a single reference book package anyway, and (5) implementation of action in group learning activities are charged *a read - write - count* has not done well , because it is not based on issues directly related to the interests and learners needs. Various problems encountered in the implementation of literacy education, needs to be pursue some models and techniques of learning in literacy independent business (KUM programs) which is more effective, efficient and innovative, so as the contribution of improving the quality life of people in a broad sense. It is not only in terms of literacy count, but also in making literacy education program actually able to play a role in efforts to reduce the number of poor or underdeveloped and improve the welfare of the community through learning oriented to the improvement and increasing their revenues. Functional literacy study group of UKM is one of the non-formal educations under controlling of SKB UPTD Kendari Southeast Sulawesi Province. Therefore, as the technical implementation unit of the department of education in Kendari city in the field of Non-formal Education, in charge of implementing a pilot unit needs to maximize the functional literacy education of UKM program, which is expected to give the possibility of discovery learning patterns that tends to develop the potential for residents learning to increase their family income. The condition above encourages the writer to implement a form of learning pilot functional literacy which is directed to the improvement and increasing of citizens incomes.

Problems encountered in quality of functional literacy education and the problems faced by the learners in the face of social and economic powerlessness is a phenomenon that should be studied and found a way out, to the useful thoughts concepts to increase revenue learners of sugar maker red in particular as the objects of this study, through functional literacy and learning thematic elements associated with it. So hopefully, literacy education through UKM program of life skill dimensional capabilities, people learn that it can provide opportunities for learners in developing businesses and in improving their living conditions. Literacy education, in this case KUM program, is one form of adult learning which is generally done in the field of non-formal education. Adult education itself according to Bryson is all educational activities undertaken by adults in everyday life that only use part of their time and energy to get additional intellectual (Suprijanto, 2008: 13).

In this case, adult education is not easy to engage and motivate them to make the learning process, especially in literacy education of UKM programs, where the residents are learning society at the an average age of 40 years and above. This program requires adequate skills tutor. Tutor role is not only in the learning process *calistung* (read, write and count), but also the start of planning learning activities, identify the interests and needs of the residents, formulate the curriculum together with residents to learn, search for study materials on life skills at the same time adjust to the ability of citizens to study and evaluate the learning process participatory. Independent business literacy learning (KUM program) needs to involve the learners start learning to program planning with the assessment of learning outcomes. Tutors have an important role in determining the successfull of an independent business literacy study groups (KUM). Tutor responsible for identifying the needs and interests of the learners in planning learning activities and selecting approaches and models of learning that can support the success of tasks. Information of result identification is useful to help people learn recognize their different characteristics, level of literacy skills, and skills of independent business. The problem lies in the ability to perform their duties tutor is very complex to implement a variety of learning approaches in the classroom of UKM program. One of the alternative efforts to do by tutor is the selection the learning model that is more centered on learners. Cooperative learning model, is one solution in that regard. Acccording to Slavin, (2005: 143) model of cooperative learning is a learning model that is currently widely used to realize centered learning on the learner *(student oriented),* particularly to overcome the problems found by educators (tutors) to enable learners to learn, click right creative and motivate learners to learn to cooperate with others. This model has proven to be used in a variety of subjects and different

ages. The concept of cooperative learning is grouping or pairing achievement students for learning purposes. Furthermore, each group or each pair of students, the process of learning and working together then becomes a learning model. Slavin (2008: 4) explains that the model of cooperative learning refers to a variety of learning model in which students work in small groups to help each other in learning the subject matter. In cooperative classes, the students are expected to help each other, tell each other, discuss and argue, to hone the knowledge that they control the time and thought to close the gap in the understanding of each. Here, tutor's ability is a reflection of the performance is done in the implementation of KUM programs. Professional tutor is a tutor who has a strong commitment to do his duties as executor of learning people learn functional literacy program. Motivation tutors in literacy programs independent business (KUM) with the expertise should be able to apply the learning models, such as, cooperative learning model that tends to be more activate, creative and fun so that it can stimulate the motivation to learn, and can provide a strong positive contribution to the citizens study on the implementation of the activities of independent business literacy learning (KUM). According to Rusman (2014: 202), cooperative learning model is considered more effective to foster interest, motivation, and student learning outcomes / learning citizen. Therefore, to realize the goal of an independent business literacy program (KUM), the implementation of learning on KUM program, should be able to be optimally organized using the techniques, strategies and teaching models that are varied, innovative, productive, active, and constructive as a model of cooperative learning with various types of learning models.

Cooperative Learning Model

Learning model is a pattern of conceptual framework that will be used as a reference in a learning activity that describes a systematic procedure for organizing learning experiences to achieve learning objectives. According Trianto (2007: 1) that every teacher directed learning model in designing learning to help students achieve the learning objectives. Learning model refers to the learning approach that will be used, including materials and learning objectives, the stages of learning, and the classroom environment (Arends, 2008: 7). Trianto (2007: 1) argues that learning model refers to the learning approach that will be used, including learning objectives, stages of learning activities, learning environment and classroom management. In addition, according to Kosasih and Dede (2013: 21), study is the interaction between man and the environment, resulting in behavior change towards the better deeds. Besides, Nasution (2007: 8) suggests that learning is a process of interaction of teachers and students (group of study) that aims to acquire the knowledge, skills, attitude and define what is learned. Moreover, Dick and Carey (1990: 135) say, each learning models has always had to learn the steps undertaken by the students (learners) with the guidance of a teacher (tutor). There are five components of the learning model; (1) The introduction of learning activities, (2) the delivery of information; participation of learners, (4) tests, and (5) follow-up activities. Based on the description above, it can be concluded that the learning model is an alternative election based on a strategy pattern as the action on a series of learning activities in order to realize the learning objectives. One of the parties is expected to realize the achievement of learning objectives, particularly in literacy programs independent business, is the figure of a tutor, who in this study, implements cooperative learning model with a wide range of its type; such as STAD, Jigsaw, Number Head Together, Group Investigation, and several other types, to achieve the goal of literacy learning independent business. Cooperative learning model, according to Arends (2008: 28), is learner-centered principles of learning. Rusman (2014: 202) suggests the characteristics of the cooperative learning, namely: (1) study with friends, (2) occurs face-to-face with a friend, (3) mutually hear the opinion of friends, (4) productive speaking, the decision depends on citizens learn themselves, and (5) active learners in learning. Wirasaputra and Rosita (1996: 142) assume that the cooperative learning model is one alternative to improve the learning activities, motivation, interest and the residents creativity in the learning process.

Cooperative learning model requires not only mastery of knowledge citizens to learn the subject matter, but also the most important, is the awareness of the need to build the knowledge, customs cooperation, and regularity in carrying out group work. According Sukmadinata (2012: 166), characteristics of cooperative learning proceed from the assumption that students or residents learn to have some potential, strength, and ability to learn on their own proceeds in acquiring various knowledge and skills. Based on various descriptions above, cooperative learning model is a pattern of activity that is more emphasis on activity and social interaction-cooperation among the learners in a learning group learning community workshop, which is expected to realize the learning objectives that have been set, for instance in KUM program on SKB studios or community learning. Dimyati and Mujiono (2002: 75) argue that the task of the teacher (tutor literacy independent business) that are important done through cooperative learning are as follows: (1) preparation of learning programs; (2) The provision of clear and correct information; (3) The provision of good learning facilities; (4) supervising learners in acquiring information concretely true; and (5) assessment of the acquisition of information for citizens to learn. Cooperative learning model is a learning model that supports learning with contextual approach. Learning Cooperative learning system can be defined as a system of work / study group structured, including five basic elements, namely; positive interdependence, individual responsibility, personal interaction, expertise working together, and the group (Johnson and Johnson, 2003, http://Model of cooperative learning *(Cooperative Learning)* / accessed 24.01.2015).

Some types of Cooperative Learning Model.

Cooperative Learning Model by Numbered Head Together (NHT) Type

Numbered Head Together (NHT) model is one type of cooperative learning model that emphasizes the special structure designed to influence patterns of learners' interaction and has the purpose of stimulating and developing the motivation to learn, so that learners can improve academic mastery and skill. NHT is an approach to involve a lot of people learn in acquiring learning materials and check their understanding of the content of the subject matter (Rusman, 2014: 223). Cooperative learning model NHT trains students or participants to share information, listen carefully, ask questions, and speak with the full calculation. Hence, they are more motivated to productive learning. Goals to be achieved in

a cooperative learning with the NHT, namely: (1) The results of structural academic learning, which aims to improve performance in academic tasks; (2) Recognition of diversity, which is intended to allow students (residents who learned in KUM program) can receive his friends who have different backgrounds; and (3) development of various skills that aim to develop skills in social life. The skills in question, among others, sharing tasks, cooperation, actively asking, respect the opinions of others, willing to explain the ideas / opinions, etc. (Abraham *et al.,* 2000: 32). NHT learning models teachs students to work together, increase the interest, motivate to learn, discipline, collaboration, tolerance, and collect opinions. NHT learning models also brings students to become active, motivated to learn to do and do something meaningful, and passionate in their learning, active both intellectually and physically, psychologically, and affection, so that it reflects the learning active learning (active learning) characterized by student-centered learning (Kunandar, 2008: 164).

Cooperative Learning Model by STAD type

Cooperative learning model of STAD type cooperative learning is one that is applied to the face of heterogeneous student abilities. The students or learners are given the opportunity to collaborate with peers and elaboration in the form of discussion groups to solve a problem that becomes the learning material (Rusman, 2014: 213). According to Sanjaya (2009: 249), that the advantages of STAD type are: (1) in learning process, students/residents do not depend on the teacher / tutor, but they can build their own confidence to be able to think for themselves in finding information from various sources and learn more from the other students; (2) fostering and developing the ability to express ideas with words and contrasting with the ideas of others, (3) helping students / residents learn to respect other people and realize all their limitations and receive all the difference; (4) helping students / residents learn to be more responsible in their learning; improving academic achievement, social skills, develop self-confidence and the ability to manage time; (5) developing the ability to test their own ideas and understanding, can solve the problem without making a mistake, because the decisions made are the responsibility of the group: (6) increasing the motivation to learn to think something useful in the long-term educational process; and (7) increasing the ability of participants to learn and use information and learn the abstract thing to be real / concrete.

Jigsaw Cooperative Learning Model

Cooperative learning of Jigsaw model is deemed a collaborative learning model which has the advantages of improving the motivation and sense of responsibility of students towards their own learning tasks and learning materials are also members of the group learning. In addition, it increases the ability to work together to study the assigned material (Emildadiany, 2008: 52). The key of jigsaw cooperative models are the interpendention of each student or citizen to learn in team members who provide the necessary information with the aim at doing the job well. According to Rusman (2014: 217) the succesfulness of Jigsaw is determined by the performance of each member of the group to show the results of their study. Budiningsih (2007: 148) suggests that *Jigsaw* cooperative learning model IS developed with the approach rests on assumed to be able to improve student learning activities. The task of teachers / tutors in learning through *Jigsaw* model is to provide services and the ease of learning to the learner by providing a variety of means and adequate learning resources, in order to allow citizens to learn to interact actively to obtain meaningful learning experiences.

Cooperative Learning Model by TGT (Teams Games Tournament) Type

Teams Games Tournament (TGT) is one type of cooperative learning model that is easy to implement, involving the activities of all students without any difference in status, involves the role of students as peer tutors and contains elements of the game and reinforcement. Learning activities in a cooperative learning model TGT allow students be motivated, relaxed, without pressure, foster responsibility, honesty, teamwork, healthy competition and involve actively in the learning process (Isjoni, 2007: 79). The main idea TGT model is to motivate the students to sharing learning experiences known and help each other to master a variety of skills and knowledge. If the members want the group to obtain the award, then they have to help a friend group in completing the task, should do their best to motivate each other, and expresses a norm that learning is an important and valuable (Satya, 2010:2). Judging from the principle of supporting the development of learning activities, cooperative learning activities on types of TGT is truly effective to stimulate or grow and develop interest and motivation to learn (MONE 2003: 25). Moreover, according to (Mulyasa, 2005: 38), various forms of expert analysis suggests the implementation of cooperative learning gains TGT, are: (1) Based on the students / learners; (2) stimulate the motivation to learn that it develops creativity learners; (3) Create learning conditions that are interesting, fun and challenging; (4) Develop diverse abilities / social skills charged positive value; (5) Provide a learning experience, learning resources, assessment, learning place, time, and classroom organization; all of which are diverse; (6) in learning through TGT, learners can make the process of learning active to acquaire concepts by working within each group. Learning in KUM program can be organized using various types of cooperative learning model, which activate the humanistic approach, contextual (e.g. direct practice) and be cooperative (co-operation between citizens and residents to learn more). Thus, the dimensions of cooperative learning model applied by tutor embodied in some dimensions, they are: (1) the clarity of the material due to the implementation of cooperative models; (2) strengthening the understanding of learning; (3) development of courage and the ability of citizens to learn how to express opinions; (4) the atmosphere of learning interesting and fun; and (5) the interest of citizens to learn together in groups activities.

Motivation to learn

Motivation, as expressed by Hasibuan (2001: 141), is derived from the Latin word *"movere"* which means "encouragement" or "power to move". Motivation process begins with a sense of deficiency needs that drives someone to get it, so there is a continual process of searching through a series of specific actions. Mulyasa (2009: 195) reveals that the motivation is the driving force or pull causes person's behavior toward a specific purpose. In addition, Suryabrata (2012: 72) argues that psychologically, motivation is power that can cause a person or a particular group moved to do something because they want to

get satisfaction, pleasure, achieve the desired goals, with what is done. According Suhana (2014: 24) that the motivation to learn can be interpreted as: a boost student learning on a person who always gave energy to always strive to be able to complete the job in the form of learning tasks with enthusiasm because there is a goal to be achieved from studying and learning, such as ; gifts, praise, recognition, learning outcomes are high, glorious achievement, the desire to realize the hopes / aspirations, attract sympathetic teachers and friends, gain useful skills, and other such. Moreover, Iskandar (2009: 180) reveals that the motivation to learn and learning are the two things which are interrelated and influence each other. In the hold of tutors' teaching, mastery of skills required to teach through the applications of the learning model of a teacher / tutor, which in practice can excite and stimulate the motivation of learners. In this case, according to Shah, (2010: 109) and Willis (2012: 86), since the motivation to learn has an important role in encouraging stimuli, passion, interest, attention and pleasure in learning, so that students' high motivation also should have a great energy to implement the learning process. Syah (2010: 153) says that the source of motivation can be divided into two kinds, namely; intrinsic motivation and exstrintic motivation. Intrinsic motivation is sourced from within the students themselves who can push any action or effort of learning, such as; enjoying the learning materials. Meanwhile, extrinsic motivation is the thing or situation that comes from outside of individual students who also encouraged him to perform learning activities. Furthermore, Subini (2012: 89) reveals that the motivation to learn is a change in one's personal energy of students who are marked by the onset of response to achieve learning goals. Whereas extrinsic motivation is the motive of active learning due to stimuli from individual's outside.

Frandsen (as cited in Kusbini, 2012: 89), mentios the moivations such as; (1) the encouragement of curiosity and curiousity to investigate the wider world; (2) the existence of positive and creative properties that exist in humans in response to the failure of a desire to progress and success; (3) the desire for achievement or high value learning outcomes; (4) the desire to succeed in order to get support from important people. In addition, Iskandar (2009: 88) argues that learning motivation is essentially the motivation to learn from the encouragement which comes from internal and external situations that happen to a person (the learners) who learned to hold encouraged behavioral changes. Obviously, to raise the motivation to learn (intrinsic and extrinsic), it also needs a strategy that would raise someone up. The ways or strategies which are done by tutor are through the warmth and enthusiasm, raising curiosity, clarifying the formulation of objectives that can be accepted by students and making sure that it is useful for them, expressing contrary and challenging ideas to think, paying attention to the needs and interest in learning through models of learning that requires students / residents learn to participate actively and collaboratively with colleagues in learning. Based on the theoretical description above, it can also be understood that the motivation to learn is the encouragement that comes from internal and external situations that happen to a person resident learn learning literacy program for motivating learners' of independent business behavior change. Encouragement is it supported by several indicators of learning motivation dimensions, namely: (a) ideals to be realized; (b) hope that the learning objectives will be achieved soon, (c) succeeding in order, loved, liked, praised, the prize; (d) interest or pleasure and the response to the learning environment; (e) The response to avoid the failure in obtaining a good rating; (f) willing to feel safe and comfortable in learning; (g) willing to react to meet the demands of the learning environment; (h) the desire to show the attitude of perseverance and tenacity activity initiatives in the completion of the task of learning; (i) Response to fix failures; and (j) indicating attitude to learning behavior toward the achievement of learning goals.

MATERIALS AND METHODS

This research is a study of ex post facto (has happened before) by correlation and hypothesis testing analysis approach. The hypothesis testing techniques are used Spearman correlation test procedures by Rho levels (*Spearman's rank correlation method),* and performed on statistical testing correlation research associate. The data of this study is a good ordinal scale variable (Y), and (X), as collected through a questionnaire with Likert scale. Neuman, (2013: 255); Sidik and Muis, 2009: 21); and Sunyoto and Setiawan, (2013: 50) explains that the questionnaire uses a scale Likert scores with some response, it is seen as a score in the range of ordinal and graded along a continuum, for instance; level of agree to strongly agree, often to never; very good to very poor, and so forth. The statistical analysis to test the hypothesis of this study is done through one type of statistical test approach nonparametric test by the correlation Rank Spearman rho (r_s). To know whether or not there is a significant correlation between the independent variables or not is used scores of data ordinal scale of questionnaire as the learners' responses to cooperative learning model applied tutor, with one dependent variable for which data ordinal scale and response of citizens' motivation to learn literacy. The design can be described as follows:

Note: 'X' Variable = cooperative learning model applied by tutor
'Y' Variable = citizens' motivation of Independent Business Literacy (KUM) program

Primary data is the obtained data directly from the field through a questionnaire in order to obtain the data in the form of balanced intensity of variable 'X' and Y' the response. Data source is 26 independent business people learn literacy (KUM program's learners) in UPTD-SKB Kendari Southeast Sulawesi Province. Secondary data is data obtained through the techniques of documentation to obtain the data that support the primary data in this study. In addition, it is also through literature study several sources of relevant literature, and it is also intended to obtain the theoretical foundation of the constructs variables that are correlated response in this study. Analyzing data has been obtained from the results of this study. It is conducted through descriptive statistical analysis techniques and nonparametric statistical analysis techniques to test research hypotheses. Descriptive statistical analysis techniques, conducted to answer the problem of research that asks the author to describe data variable (X) and variable (Y). To provide a description, the research performed the filtering of data from any of the variables studied.

Then, he performed the distribution data to find the value of the average (*mean*), median, the degree of deviation, and standard deviation from the processed raw data of each variable. Then, the standard deviation (SD) and the mean of the distribution of raw data is calculated. They were used as reference in the categorization of the values of the total score of questionnaire results. Data categorization intent was used to describe the distribution of data for each variable. Then, the data were clustered into a relatively balanced response with variable intensity of the response to the high category; quite high and low. The grouping the referred to the standard scale of three values as following table described by Anwar (2012: 148); and Sudijono (2010: 175):

Limitation standard of data group categorization of X and Y variable values	Values data on each variable (X and Y) group category description
Values ≥ Data Mean + 1.0 (SD)	Group Values High Data
Mean + 1.0 SD> Data <Mean - 1.0 (SD)	Group Values High Enough Data
Values ≤ Data Mean - 1.0 (SD)	Group Values Low Data

After grouping all units of data in each variable into three categories, then they were performed as descriptive analysis percentage based on frequency data that contained in each category through engineering calculations. The cumulative relative frequency formula as follows:

$$\% = \frac{\Sigma \text{ unit value data of same category}}{\Sigma \text{ whole data unit (number of samples)}} \times 100\% \text{ ... (Djaali, 2008: 45)}$$

The results of descriptive statistical analysis still cannot be drawn by any conclusions or generalizations about the influence or causal relationships between variables (X) and (Y) which are applied to the population, since the analysis was done only based on the calculation of descriptive statistics on each variable separately. Statistical test approach used in analyzing the evidence of correlation hypothesis proposed in this study, that is through the technique of correlation test Spearman Rank Order Rho (r_s or ρ). At this level governance correlation techniques, large-small or strong-weak correlation between the two variables were measured by the difference in the order of their position or rank of differences or symbolized with "D), so it was not based on the actual score measurement results (Sudijono, 2010: 230). Before doing evidentiary significance with the testing techniques, the values of the response score data have been obtained from respondents to construct a variable (X) and (Y), were sorted in stages. Ordering was done from the smallest data values to the largest data value (in the form of a data level ordinal value), then the difference values were sought to be tested and calculated as the correlation degrees through arithmetic formula Rho or ρ (r_s) . After that, the process of analytical testing activities conducted through correlation techniques *Rank Spearman Rho* (r_s or ρ).

RESULTS AND DISCUSSION

Description of the data in the variable (X), which is as a model of cooperative learning is applied tutor in UPTD-SKB Kendari Southeast Sulawesi province and variable (Y) that is the motivation of citizens to learn independent business literacy program (KUM) in UPTD-SKB Kendari Southeast Sulawesi province investigated an overview of the distribution of units of data from 26 population samples of citizens who learn independent business literacy program (KUM) in UPTD-SKB Kendari Southeast Sulawesi Province. Picture distribution units of research data are displayed in this section, each variable data distribution group (X) attributes cooperative learning model that is set by tutor and group distribution of data variables (Y) which attributes the motivation of citizens to learn at KUM program. For illustrative purposes, the data values spreads response scores on each variable studied. The researcher used standard reference normative criteria to categorize data based on the mean value (M) and standard deviation (SD) of the distribution of such data on each variable. As mentioned before, data were grouped into 3 categories scale, namely: group data values with response intensity of high rank; medium; and low. In detail, they are described below:

Data Description of X Variable (the cooperative learning model applied)

Quantitative data collection instruments for the variable X in this study are 34 items. After measurement, 30 items declared valid response and fit for use as a measuring tool in the variable X. data collection results based on the response of 26 units sample populati. Each item has a theoretical response of the lowest score = 1 and the highest theoretical response score = 5. Hence, it is known that theoretical response of the lowest scores of the variable X is (30 x 1) = 30; and scores the highest theoretical worth = (30 x 5) = 150; and the average score of the theoretical = (30 + 150): 2 = 90. Based on the results of questionnaire variable X on a number of 26 samples of the population, the distribution of the X variable data, arranged from highest score to lowest score. The scores of the lowest response on empirical data that is = 95; whereas the highest empirical data value scores is 125. Furthermore, the results of the analysis are also obtained an overview of the average (mean) the distribution of X-valued variable data is 108.8; mode (data that often appears on the data distribution of the variable X) are 102, and 107, by 3 units of frequency quantitative data in each. Whereas, the empirical median value is 107. Based on the analysis of data obtained a description of the spread of variable (X) to the average value indicates the value of the data distribution standard deviation is 9.3 with a value of Standard Deviation (SD) is $(9.3)^2 = 86.5$. Overall results of the data analysis, described in detail as shown in the following table:

Furthermore, if the distribution of the data variable (X) is classified in the group of data values, then they obtained picture of the cumulative frequency data of variable X based on rank value data in the three categories of groups of data. Determination group category data was conducted by researchers with reference of normative criteria categories based on the level of Mean Values (M) data and the Standard Deviation (s) distribution of variable data (X) with a three-scale category group data value rank, namely: group values Data with rank numbers high; medium; and low. Based on the criteria reference of level group category data, then data scattered response scores on the variable (X) can be grouped. To facilitate research, the data variable (X) was composed scores of the lowest response rate to the highest score and classified with reference to the category of group levels. Grouping displayed on tables and bar charts below: Based on the results of the descriptive analysis above, it was found that around 23.1% (6 samples of 26 samples of the population) that shows the X variable response scores were categorized "high". The rest range from 53.8% (14 samples out of 26 samples of the population) that shows the X variable response scores were

Table 1. Description On the overall state of the variable X (cooperative learning model applied tutor in UPTD-SKB Kendari Southeast Sulawesi Province)

Symbols and Description of Quantitative Statistics	Statistical value
Lowest Score Data Theoretical value of variable X = (a score of 1 x 30 items)	30
Highest Score Data Theoretical value of variable X = (score of 5 x 30 items)	150
Theoretical Mean Value of Variable X = (a score of 1 x 30 items) + (1 x 30 point score) : 2	90
Empirical Data Value Lowest Score On Variable X	95
Empirical Data Value Top Score of Variable X	125
Empirical Mean Value Distribution of Variable X Data	108.8
Total number of X Variable Data Unit (ΣNi)	26
Total Score of Total Value Data variable X (ΣX_i)	2829
Mean Value Distribution of Variable X Data = ΣXi: ΣNi)	108.8
Total Score of Squares X_i^2 (ΣX_i^2)	310 049
Squares Mean values (X_i^2), namely (ΣX_i^2) / 26	11 925
Value Standard Deviation (s) and Variance (s) ^{2} Var. X Data	9.3 and 86.5

Source: Results of Data Analysis Questionnaire Scores.

Table 3. Summary of Results Description Score Data Variable (X)

Category Description Interval Limit-Data Variable Data Group X	Categories intensity of tubes Response of Variable X	Cumulative Frequency	Relative frequency
(Score Data Xi ≥ 118 Value)	High	6	23.1%
(118> Data Value Score Xi> 100)	Moderate	14	53.8%
(Score Data Xi Value Data ≤ 100)	Low	6	23.1%
Total Frequency (Σ n *f*)		26	100%

Source: Table of categorization Data Response Scores variable X of the results of Raw Score data analysis.

Table 4. Description of X Variable (motivation of citizens to learn independent business literacy program (KUM) in UPTD-SKB Kendari Southeast Sulawesi Province)

Descriptions and Symbols Statistics	Statistical value
Lowest Score Data of variable Y = (a score of 1 x 30 items)	30
Highest Score Data of variable Y = (score of 5 x 30 items)	150
Theoretical Mean Value of Variable Y = (a score of 1 x 30 items) + (1 x 30 point score) : 2	90
Empirical Data Value Lowest Score On Variable Y	93
Empirical Data Value Top Score On Variable Y	128
Empirical Mean Value Distribution of Variable Y Data	109.9
Total number of Variable Data Unit Y (ΣNi)	26
Total Score Variable Data Value Y (ΣY_i)	2857
Mean Value Distribution of Data-Data Variable Y = ΣYi: ΣNi)	109.9
Total Score Squares Y_i^2 (ΣY_i^2)	315 951
Squares Mean values (Y_i^2) that (ΣY_i^2) / 26	12151.96
Value Standard Deviation (s) and Variance (s) ^{2} Data Var. Y	9 and 81

Source: Results of Questionnaire scores Analysis.

Table 6. Description Result Score Data Grouping Variable Response (Y) (the motivation of citizens to learn literacy programs independently (KUM) in UPTD-SKB Kendari Southeast Sulawesi province)

Description Interval Limit	Category Variable Y	Cumulative Frequency	Relative frequency
(Score Score Data Yi ≥ 119 Value)	High	4	15.4%
(119> Value Data Score Yi> 101)	Moderate	17	65.4%
(Value Data Data Value Score Yi ≤ 101)	Low	5	19.2%
Total Frequency (Σ n *f*)		26	100%

Source: Table categorization Data Scores response of variable (Y)

categorized as "medium", the rest ranging from 23.1% (6 of 26 samples of the population) score data shows the response were categorized "low". Based on the result, the analysis of the data variable (X) shows the response of "medium" category.

Data Description of Y Variable (motivation Citizens Learning Literacy Independent Business (KUM) in UPTD-SKB Kendari Southeast Sulawesi Province)

Instrument of variable Y measuring on 26 units in the study population of UPTD-SKB Kendari Southeast Sulawesi province is developed into 30 items. The whole grains such instrument is declared valid so that it is used as a data collector. With a number of 30 grains, each grain has the lowest theoretical score = 1 and the highest theoretical score is 5. The lowest theoretical score data in the measuring instrument is (30 x 1) = 30; and scores the highest theoretical worth is (30 x 5) = 150; and the average score of the theoretical is (30 + 150): 2 = 90. Based on data collection variable (Y) the distribution of the data compiled from the lowest score variable Y, it was found to be the lowest score on the value of the data is = 93; while the highest value score data response is 128. Furthermore, the results of the analysis also provide an overview average value (mean) of the distribution of variable data (Y) is = 109.9; modus (data that often appears on the data distribution of the variable Y) is a 110 by 4 data units frequency. While the median is 110. Based on the results of descriptive analysis, it is

obtained a description of the spread of variable data (Y) to the average value which indicates the value of the standard deviation of the distribution of data = 9, with the number Standard Deviation = 81. Overall results of the descriptive analysis of the data presented in detail as shown in the following table:

Furthermore, if the distribution of the variable (Y) data is classified in the group of data values, the obtained picture of the cumulative frequency Y variable data based on rank value of the data in the three categories. Determination group category data, conducted by researchers with reference of normative criteria categories based on the level of data values, mean values (M) and the sstandard ddeviation (SD) distribution of data variables (Y) with three groups of category scale data values of intensity with numbers high; medium; and low. Based on the criteria reference group category data values, the score data spread on variable (Y) formed in three groups of categories intensity response score data. To facilitate research, the data Y variables were prepared from the highest to the lowest score. The categories can be shown as follows: Based on the table above, it was found that around 15.4% or 4 respondents from 26 units sample population of this study had "high" response scores intensity, correlated with Variable (X). The rest amount were ranging from 65.4% or 17 samples out of 26 samples of the population, categorized in "medium" rank the intensity of the response and the rest ranging from 19.2% or as much as 5 units of sample data of 26 units data sample population of this study were in the intensity of the response category "*low*" . Based on the description of the results of the analysis of the data variable (Y), it can be said that the average resident population sample study in UPTD-SKB Kendari, showed symptoms of response to variable (Y) on (X) by the category "medium" intensity of the response.

Hypothesis Testing Results Through Engineering Nonparametric Correlation Study Procedures (Rank Order Spearman Rho(ρ) and Correlations (r_s) Test)

The hypothesis to be substantiated in this study is "there is a significant positive relationship between cooperative learning model applied by tutor with the motivation of citizens to learn literacy independent business (KUM) in UPTD-SKB Kendari Southeast Sulawesi Province ". For this purpose, the first, researcher performed data analysis work steps that combined the entire data of variable (X) and (Y), and then sorted according the data values from the smallest to the largest data value. Then, the researcher did the process of ranking the values by providing rank numbers, in which the rank / low levels were given the greatest value and ranked in stages until at the data greatest value. Next, the researcher restored the original position data which corresponding to the data recording originally obtained from each unit of sample (respondents). Then, the values of the data on these two variables (X) and (Y), were combined and matched with the innital corresponding data records and also included of each rank (R) corresponding with the figures level of the rank order. After that, the researcher conducted analysis work which calculated the difference (D) of the number of random samples at the acquisition level of the independent variable 'X' and the dependent variable 'Y' ($R_X - R_Y = D$), the next level, the differences were squared (D^2) so that the value Σ was quadratic, namely n = 26 and $\Sigma (D)^2 = 923$; substituted into the formula for determining the Rho coefficient (r_s), by the following formula :

$$Rho \text{ or } p(r_2) = 1 - \frac{6\sum d^2}{n\,(n^2 - 1)}$$

Based on calculation by entering the values of n (number of units of data according to the number of sample units) = 26; and the value $\Sigma (D)^2 = 923$ in the formula for determining the Rho or ρ (r_s), the calculation of the obtained results Rho or ρ (r_s) from 1 to 0.316 is 0.68. After the great value of Rho (ρ or r_s) had been known; the further step analysis was a significant level of testing whether or not there was a significant correlation between variable X with variable Y. For the purpose the researcher conducted tests through the application of the t-test by two sides of value determine of coefficient "t_{count} "on the basis of the value of Rho or ρ (r_s) = 0.68 which was obtained from the analysis . The formulas for calculating the value of the coefficient "t_{count}" as follows:

The results obtained for index value of $t_{arithmetic}$ is 4.6. Then it was compared with the value of t_{table} amounted to 2.064 at test level of significance α = 5% = 0:05 (test two parties) with df = n - 2 = 24; it is a fact that the index value $t_{arithmetic}$ is t_{count} (4,6)> t_{table} (2.064) based on correlation testing criteria of Spearman Rho with significance level testing through t-test. Researcher accepted the null hypothesis (H_0) if the results of comparison of the value of $t_{arithmetic}$ with t value $_{table}$ obtained by the fact that:

$-t_{table\ (\alpha / 2\ ;\ df = n - 2)} \leq t_{arithmetic} \leq t_{table\ (\alpha / 2\ ;\ df = n - 2)}$; which states that there is no significant relationship between variable X with variable Y.

Meanwhile, researcher rejected the zero hypothesis (H_0) if the results of the comparison between the value of the coefficient $t_{arithmetic}$ with t value $_{table}$ obtained by the fact that:

$t_{count} > t_{table\ \alpha = 0:05\ ;\ dk = (24)}$ or $t_{count} < t_{table\ \alpha = 0:05\ ;\ dk = (24)}$
which means that there is a significant positive relationship between the independent variable (X) and dependent variable (Y).

Hence, with reference to the test criteria, then, since t_{count} (4,6)> t_{table} (2.064), the researcher had to accept the alternative hypothesis (H_a) and reject the hypothesis (H_0). In addition, the value of r s is 0.68, meaning that there is a significant positive correlation which is strong enough between the cooperative learning model applied by tutor with the motivation of citizens to learn literacy programs independently (KUM) in UPTD-SKB Kendari Southeast Sulawesi Province. The findings in this study are relevant to correlation research that previously was done to test the significance of the correlation between the skills of tutors in varying models of cooperative learning with learning outcomes independent business literacy program (KUM). The testing process is done through a simple linear correlation test, after the data of variable (X) examined to ordinal scale and transformed first into units of statistical data in the interval scale (Syarifuddin, 2013). He concluded that the test results obtained by the value of r_{count} = 0 , 64, which means the independent variable (X) is positiively strong enough associated with a variable (Y) which was being investigated. In determinants, variable (X) accounted for 64^2 x 100% for the variable (Y). From the test results on the level of significance α

= 0.05 with df = 66; obtained that figure $t_{count} > t_{table}$ or 0.57> 0.29, which means that there was positive correlation between the variable (X) with a variable (Y). Other findings that are relevant to this study the results of research conducted by Yamamoto on the contribution of the use of cooperative learning model that enable citizens to learn literacy independent business (KUM) to do with the motivation of citizens to learn independent business literacy program (KUM) to actively carry out activities learning through cooperative learning model planned optimally (many faces of teaching in cooperative learning, 1979).

Yamamoto's research concluded, as presented by Usman (2011: 24), that there is a contribution of using cooperative learning model intentionally which is (forms of interactive learning activity of learning activities planned deliberately to stimulate the motivation of citizens to learn literacy independent business) to activate citizens learn and carry out a variety of learning activities that had been planned priorly to the arrangement of learning activities planning cooperatively with the stages that follow the developmental level of the learners independent business literacy program (KUM). The results appear better than in the form of active students who performed incidental learning alone (without planning cooperative learning activities). Further, Yamamoto argued that there are nine levels of activeness of citizens learn the degree of literacy programs independent business (KUM) which allow the motivation of citizens to learn and tend to be stimulated well to learning activities through cooperative learning, while the learning activities are carried out incidental (without planning activities cooperative learning) there is almost no such thing. Yamamoto (as cited by Usman, 2011: 24) asserts that motivation to learn and optimal learning results is only possible when students (learners independent business literacy program) do liveliness intentional teaching and learning, and it will be easier to achieve optimally when they conducted the intentional teachng and learning through the application of cooperative learning models with a form of activity that planned well before. Based on the findings description of the research that has been done, it can be said that it is very sinergized and supported the results of this study, so as to put forward an assumption that the general view of learning activities through cooperative learning model applied tutor, in its significant gave a strong positive contribution to the motivation of citizens independent business literacy learning program (KUM). In this case on a number of 26 units sampled population is studied in UPTD-SKB Kendari Southeast Sulawesi Province which is as the source of quantitative data on the variables examined in this study. That is, if a tutor teaching and learning interact communicatively with the learners through the learning process by applying models that planned cooperative by tutor well, of course, it will show a develpment in the intensity graph better to respond, and construct the motivations for residents learn to enjoy participating in the processes of the stages of learning in cooperative learning. In line with the previous description, it can reasonably be understood that the results of tests of significance in this study are proven true that the statistical variable (X) and (Y) were analyzed through correlation *rank Spearman Rho* (rs), provide evidence which significantly turns out there is a form of response to the positive relationship, that is, strong enough. As for example in measuring dimensions variable (X), one of which is a cooperative model for the formation of fun learning environment and a model of cooperative learning citizens who can shape and develop learning tutor interaction with citizens actively-communicative learning so as to enable stimulation of motivation to learn together, courage and the ability of citizens to learn to ask each other, and issued suggestions, ideas, among others. Based on the description the above, the result of correlation hypothesis analysis, is deemed relevant to the theoretical study and the result of previous studies, that is, " there is a significant relationship between the two variables investigated, they are the cooperative learning model variables were applied by tutor (variable X) with variable motivation of citizens to learn literacy independent business (variable Y) "in UPTD-SKB Kendari Southeast Sulawesi Province.

Conclusion

Based on the results and discussion of the findings, it can be drawn some conclusions that: (a) the results of the descriptive statistical analysis known that the model of cooperative learning tutor learners in learning activities independent business literacy program (KUM) in UPTD-SKB City Kendari Southeast Sulawesi province shows the medium rank numbers of intensity response; (b) the results of the descriptive statistical analysis show that the motivation of citizens to learn independent business literacy program (KUM) in UPTD-SKB Kendari Southeast Sulawesi province is the medium rank of intensity response; (c) the results of correlation testing results through the t-test at the level of $\alpha = 0.05$ with df = (n - 2) = 26-2 = 24 ; shows the index obtained t_{count} (4,6)> t_{table} (2.064); and from the result of relationship test, the coefficient r s = 0.68 (positive relationship is strong enough), which means that there is a significant relationship between cooperative learning model applied by tutor with the motivation of citizens to learn independent business literacy program (KUM) in UPTD -SKB Kendari Southeast Sulawesi Province.

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