

# **STUDYING POLITICAL SCIENCE USING ACCOMMODATOR STYLE TREATED BY GI AND STAD TYPE (CASE STUDY AT FACULTY OF SOCIAL SCIENCE, STATE UNIVERSITY OF MEDAN (UNIMED), INDONESIA**

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## **ABSTRACT**

Knowledge of learning styles helps educators to create learning environments that are multi-sensory, which serves the best possible individual needs of in each participant. Optimal learning results will be obtained if such a difference diverse habits, interests, and learning styles are accommodated by educators through the optional model of learning and teaching materials in accordance with the learning styles of learners. Learning styles can be classified into four types: convergent, divergent, assimilator and accommodator. Theory of learning styles is developed based on experience and based on learning process. This theory views learning as a process where knowledge is created through the transformation of experience. Based on type of advanced test results, it is concluded that the results of learning the basic of political science using accommodator style treated by GI type is higher than the results of student learning learned through STAD style by political science students in Unimed.

**Keywords:** Political Science; Accommodator Style; GI Type; Cooperative Learning Model

## **INTRODUCTION**

Learning is developed at every level of education starting from the lesson plan presented by teachers / lecturers in each stratum. The result is greatly influenced by the quality of the learning process of interaction between lecturers / teachers and learners/ students. Educator is not only required to master the material learned but more important is to know how the material is presented so that the learning objectives can be achieved fully. Lessons are designed by a variety of conditions. The material characteristic and the characteristics of learners are a factor that must be considered. Selection of appropriate learning models is expected to increase the motivation of learners and create an atmosphere conducive to learning, which in turn will affect the learning outcome.

Knowledge of learning styles helps educators to create learning environments that are multi-sensory, which serves the best possible individual needs of in each participant. Optimal learning results will be obtained if such a difference diverse habits, interests, and learning styles of learners are accommodated by educators through the optional model of learning and teaching materials in accordance with the learning styles of learners. Teaching at any field of study, can be improved, if educators understand the characteristics of learners well including learning style. Information about it is very important into consideration for educators in selecting methods, teaching techniques, and teaching materials in accordance with the diversity of learning styles of learners.

Learning styles are characteristic of a strong and easily recognizable on the self-learners. Accommodate the learning styles in learning model is expected to bring significant influence to increase the effectiveness of the implementation of the learning model that will be done. So the learning style used as one of the variables are observed in this study.

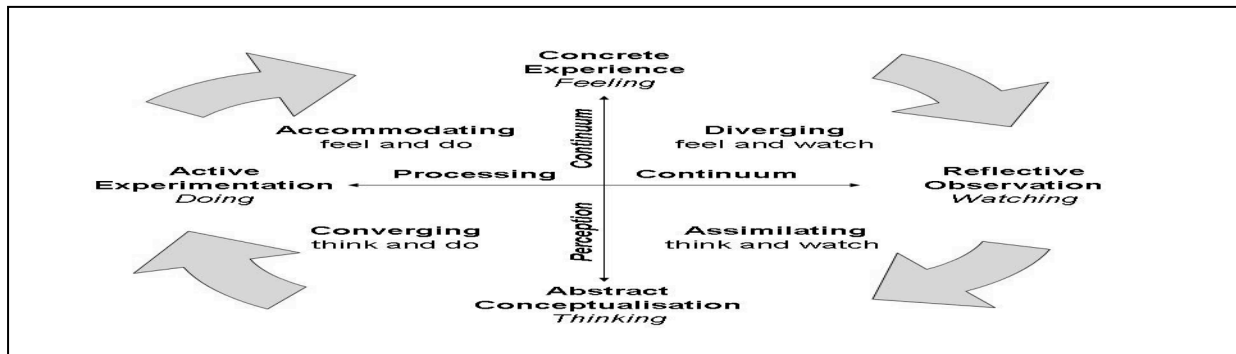
## **METHODOLOGY**

According to Kolb, as it is cited by Mark K. Smith, learning styles can be classified into four types: convergent, divergent, assimilator and accommodator. Theory of learning styles is developed based on experience and based on learning process. This theory views learning as a process where knowledge is created through the transformation of experience. Knowledge is the result of the combination between experience gained and change. Kolb finds that learning experience has six important characteristics, namely, (1) learn to be understood as a process, not the result, (2) learning is a continuous process based on experience, (3) study is looking for a way out (resolutions) through adaptation, (4) learning is a holistic process of adaptation, (5) study covers transactions between humans and the environment, (6) learning is the process of establishing knowledge resulting from transactions between the social sciences and knowledge.

Kolb explains that learning style is influenced by personality type, education, career options and job roles and tasks. Kolb's learning style is based on Jungian psychology. According to Kolb, learning takes place through four stages, namely:

- (1) Individual gain through direct experience of concrete,
- (2) Develop observation, thinking and reflecting,
- (3) Forming a generalization and abstraction and
- (4) Take the implications of the concepts used as a handle in facing new things.

Kolb suggests the existence of four polar tendency of a person on the learning process. Figure 1 shows the poles are: (1) the poles feeling or polar concrete experience (2) the polar thinking or abstract conceptualization, (3) a polar watching (observation) or reflective observation and (4) the polar doing or polar active experimentation.



**Figure 1. Pole Kolb Learning Trends**  
Source: Donclark@nwlink.com

### ***Accommodator Learning Styles***

Accommodator type of learning style is a combination of feeling and doing. Students using accommodator type have a good learning ability doing by himself. This type of student likes to make plans and involving themselves in new and challenging experiences. They tend to act based on intuition rather than by logical analysis. This type usually considers the human factor in obtaining information rather than technical analysis in an attempt to solve the problem.

This type of learning has concrete experiences (feelings) and active experimentation (doing). Learners with learning tendency is more dominated by the situation and things practically. Intuition and practical

action is preferred. They do not need theories oriented to book source. For him, the experience and active action in the field is the best teacher. Students with learning accommodator type makes conclusions on concrete experience and active experimentation. This type relies on information from other parties, but very active and is constantly looking for new challenges. Osland, et al, concludes the advantages and disadvantages of individual accommodator types as follows:

**Table.1** The Characteristics of Accommodator Learning Style

No	Aspect	Description
1	Strength	1. Ensure all appropriate work according to the planning 2. Leadership 3. Taking risk
2	Tend	1. Exaggerate Problem 2. Activities without meaning
3	Disadvantages	1. Uncompleted working on time 2. Unpractical plan 3. Do not have Goal
4	Ways to develop accomodator type	1. Commitment to the Goal 2. Looking for a new chance 3. Lead and influence people. 4. Involve yourself personally 5. Doing transaction with others

The strength of this group is that they tend to be active, full of hope, full of intuition and relates well to others, even able to motivate others. The disadvantage is often very impatient, quick to give up and seldom finish the job, not like the theories and not good in organizing and planning something. Its most effective is when accommodator type is in an environment that offers constant challenges if they are pressed, or when working intensively in the group matches. It's better if they have a background in education and training varies. Muijs & David state that students with the accommodator type enjoy cooperative learning and working group. This type of learning style is suited to a career as a teacher and businessman. The effective environment learning for this type is affective learning environment and behavioral learning environment. Affective learning environment provides concrete experiences so that students can experience the real thing. Affective learning tasks include activities such as practical exercises, simulations or field work. Information-oriented guidance are usually delivered in less formality. Teachers serve as role models. Activity undertaken not for competition purposes and the feedback given is more individual.

### ***Group Investigation (GI) Type***

Group Investigation (GI) developed by Sharan & Sharan, at Tel Aviv University, has philosophical roots, ethical and psychological writing in accordance with the views of Dewey in cooperation of the classroom as a prerequisite to be able to face the problems of life. The teacher's role in GI is as a resource and facilitator forwarding processes that occur in groups. Teachers/lecturers monitor the activities carried out and help the group in distress.

According to Tan, et al., as cited by Zingaro, the substation is built on four theories of origin is the Dewey's education philosophy, dynamic group, cognitive psychology and constructivist theories of motivation. According to Dewey, the purpose of education is to build communities which has a responsibility to work together, to solve problems and to build knowledge. The dynamic group shows learning and solving problems that arises when working in groups. Constructivist perspective confirms that knowledge is gained through the interaction of a person with the environment and those around them. Intrinsic motivation makes GI different from regular learning. The purpose of learning is to make the GI students to learn because they are attracted to the subject because of the outside demands.

GI appropriates to be applied to integrated study project relating to mastering, analyzing and synthesizing information with respect to efforts to solve problems which have multi-aspect. GI Learning requires learners to take part in learning, in the planning process, sourcing, investigating and reporting on the results of the investigation group. Educators, in this case, acts as a resource and facilitator who help each group to manage tasks, facing the group interaction and performance relating to the task group.

GI cooperative learning model has four important components: investigation, interaction, interpretation and motivation. Investigation means any focused groups in the process of finding about a topic that has been selected. Interaction is the hallmark of all the cooperative learning method that allows each learner to develop ideas and help a friend to learn. Interpretation arises when each group discusses the findings of each member in the group to obtain the same conclusion and understanding. Intrinsic motivation is given to students with rewards and freedom in the investigation.

Learners in the cooperative GI type involves in the learning plan in the classroom, both on the topics studied and ways to start their investigation. This approach helps students to build communication skills and skill to proceed group, or competencies fostered first before using this strategy. GI cooperative learning model provides an opportunity for learners to play an active role in planning what you want to learn and how to learn, including contributing to the searching for the source and divided it. Each group discusses what they're interested in and agreed upon. Each member of the group is also instrumental in planning how the problem is resolved, divide the tasks and roles. The final stage of learning at each group summed up the results of work and present it to the class.

Sharan, as quoted by Joyce, reports that the higher the power of cooperative groups, there will be more positive energy that learners in tasks or hang out with their friends. The more diverse the group's activities, the more information is obtained. Increased information obtained also increases the ability of learners and will improve the achievement of learners.

### ***Student Team Achievement Divisions (STAD) Type***

STAD cooperative learning model, developed by Slavin and his colleagues at Johns Hopkins University, is a suitable cooperative learning model and has been used for social science at the high school level till universities. This model is a type of cooperative that emphasizes activity and interaction among learners to motivate each other and helps each other to master the subject matter in order to accomplish the maximum benefit.

Educators using STAD present a new academic information to students, then the students are divided into small groups. The group uses worksheets to master a variety of academic material and helps each other to learn the topics. Team or group becomes a very important part in the STAD type. Members of the group are expected to take an active role in the group and do their best for the group.

STAD cooperative learning model consists of five main components, namely a class presentation, groups, tests, scores of individual improvement and group recognition. A class presentation is made by educators

in the classical style. Learners are required for concentration and focus to be able to master the material and be able to answer the tests given. Individual test scores obtained will be the value of the group.

After the presentation, the students are divided into small groups consisting of 4-5 people that are heterogeneous. Each group will work in groups and is given worksheets. After 1-2 times doing presentation and practicing in groups, learners will be given the individual test. Each individual works alone and does not allowed to work together. Scores are earned by individuals and then will affect the score of the group.

The total score of the group is the combination score from early scores, test scores, score improvement scores and a group score. An early score is obtained from previous material tests, the test scores is an individual test, while the improvement score is obtained from the combination of the early score and the test score. If all group members have increased then recorded and added up, it will be the final score of the group.

## **DISCUSSION**

Differences in learning outcomes Fundamentals of Political Science student who has a learning style that learned accommodator with GI cooperative learning model and students that learned with a learning model that has the type STAD.

Students who use accommodator type of learning styles, learns by trial and existing theories and their actively do this by experimenting. They will learn better when they can use anything as an object; extrovert and willing to take risks. Individual accommodator is a suitable type learning model because the group prefers to study together than learning alone. However, when it is compared with the context of learning, then accommodator type is more suitable studied with cooperative model of GI than STAD. Although it is not a thinker and it is not overly concerned with theories, accommodator is helped by many learning activities in GI type and the opportunity to choose and not be dictated as in STAD. Opportunities to interact in any type of relationship is more complex between students with each other, between students and lecturers to make this type be the type of active and dominant in the group, though it less contributes in ideas, and analysis of the problems, the accommodator is able to motivate the other group members with strong interpersonal skills. When it is learned by STAD, this type will be bored, because it is not the type of thinker and likes to theories especially if just accept what has been conceptualized by the lecturer. Limited interaction within the groups and the lack of challenging learning activities make this type of individual bored. So it can be presumed that the learning outcomes of students who have accommodator type would be better if studied with type cooperative model in GI type compared with cooperative STAD type.

### **a. Place and Time**

This research is conducted at the Department of Geography Education, Faculty of Social Sciences, State University of Medan (UNIMED). The research is carried out as scheduled lectures in the Department of Geography Education Program. Implementation of the lectures scheduled is 14 meetings, ranging from lectures contract delivery, process-face lectures, 1 time test at the end of the meeting.

Student learning style tests are performed before treatment. After 8 times meeting will be held the final test. Every week is one meetings with a duration of 2 x 50 minutes. Implementation is done in the first semester students of the academic year (FY) 2013, starting from August to November 2013.

### **b. Research Methods and Research Design**

This research is done by using quasi-experimental methods, particularly to give attention to the manipulation and control variables as well as the observations of experimental results. Experimental

design used is treatment by level 2 x 2. Variable tied of learning outcomes is the basic of political science. The independent variable treatment is learning model with two levels, namely GI and STAD type. The independent variable attributes that affect the outcome of learning is learning style with two levels: learning styles of accommodator and assimilator. These variables will then be reviewed in the study with a design as shown below:

**Table.2** Design Matrix of Research Treatment by level 2 x 2

Learning Style (B)	Learning Model (A)	
	Cooperative with GI Type (A <sub>1</sub> )	Cooperative with STAD Type (A <sub>2</sub> )
Accommodator (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Assimilator (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

Description:

A : Learning Model

B : Learning Style

A<sub>1</sub> : Learning Model with cooperative in GI Type

A<sub>2</sub> : Learning Model with cooperative in STAD Type

B<sub>1</sub> : Accommodator type

B<sub>2</sub> : Assimilator type

A<sub>1</sub>B<sub>1</sub> : Result in Studying Political Science with accommodator style in GI type

A<sub>2</sub>B<sub>1</sub> : Result in Studying Political Science with accommodator style in STAD Type

### c. Population and Sample

Population of this study is all students of the first semester at Geography Education Study Program, Academic Year 2013, totaling 174 people. The population spread over a five (5) classes, as follows:

**Table. 3** Students Population Spread at First Semester, Political Science Faculty, Geography Department Academic Year 2013/2014

No	Class	Total	
		Frequency	%
1.	A	37	21,3
2.	B	42	24,1

3.	C	41	23,6
4.	D	27	15,5
5.	E	27	15,5
	Total	174	100.0

#### d. The Research Sample

Sampling technique is done by cluster random sampling. This technique is used because it is not possible to do a simple random with samples consideration in the class certain and impossible to randomize the sample to obtain new classes for students because it will confuse and disrupt the process of their lectures that have been scheduled by the faculty. The sampling technique is done by lottery to grade samples to determine which classes are treated by GI or STAD type. Based on the lottery, Class A (37 students) as a class treated with GI type and grade C (41 students) as a STAD type. The total number of samples in this study is 78 out of 174 population. Based on the results of student learning styles questionnaire in the second grade sample, so the sample can be determined. Samples of A class (type GI) used accommodator (A1B1) amounted to 19 people, and assimilator (A1B2) amounted to 18 people. While the sample of the classes C (STAD) there are 20 people who accommodator learning style (A2B1), and 21 people are learning assimilator (A2B2). The total number of samples that have a accommodator is 39 and assimilator type is also 39 people. For more details, it can be seen in The following

**Table. 4** Distribution Matrix and Number of Respondents Based on Studying Model and Styling Model

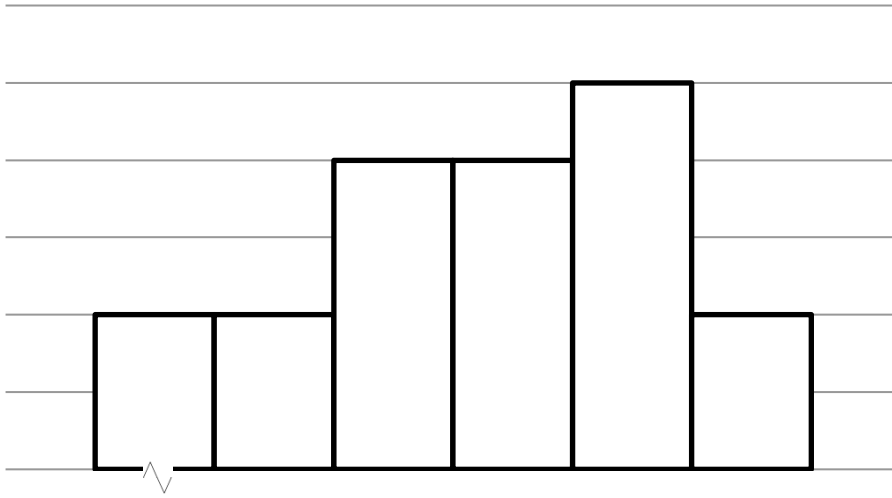
Styling Model (B)	Studying Model (A)		Total
	Cooperative of GI Type (A <sub>1</sub> )	Cooperative of STAD Type (A <sub>2</sub> )	
Accommodator (B <sub>1</sub> )	19	20	39
Assimilator (B <sub>2</sub> )	18	21	39
Total	37	41	78

Based on data obtained, it can be seen that the result of learning the basic of political science by students at accommodator style treated with cooperative learning GI type the lowest is 28, the highest is 39, the average score is 33.97. While modus value is 36 and median value is 34.25, the variance is 9.26 and a standard deviation is 3.04. For more details, such data can be seen below:

**Table. 4** Distribution Frequency of Learning Outcomes at Political Science Using Accommodator Style Treated by GI Type

No	Interval Class	F <sub>i</sub>	Relative F <sub>i</sub> (%)
1	28 - 29	2	10,53
2	30 - 31	2	10,53
3	32 - 33	4	21,05
4	34 - 35	4	21,05
5	36 - 37	5	26,32
6	38 - 39	2	10,53
Total		19	100,00

Frequency



**Figure. 4** Histogram of Distribution Frequency of Learning Outcomes at Political Science Using Accommodator Style Treated by GI Type

Furthermore, based on the frequency distribution of the score results of learning the basics of political science student by accommodator style treated with GI type can be described on histogram 4.

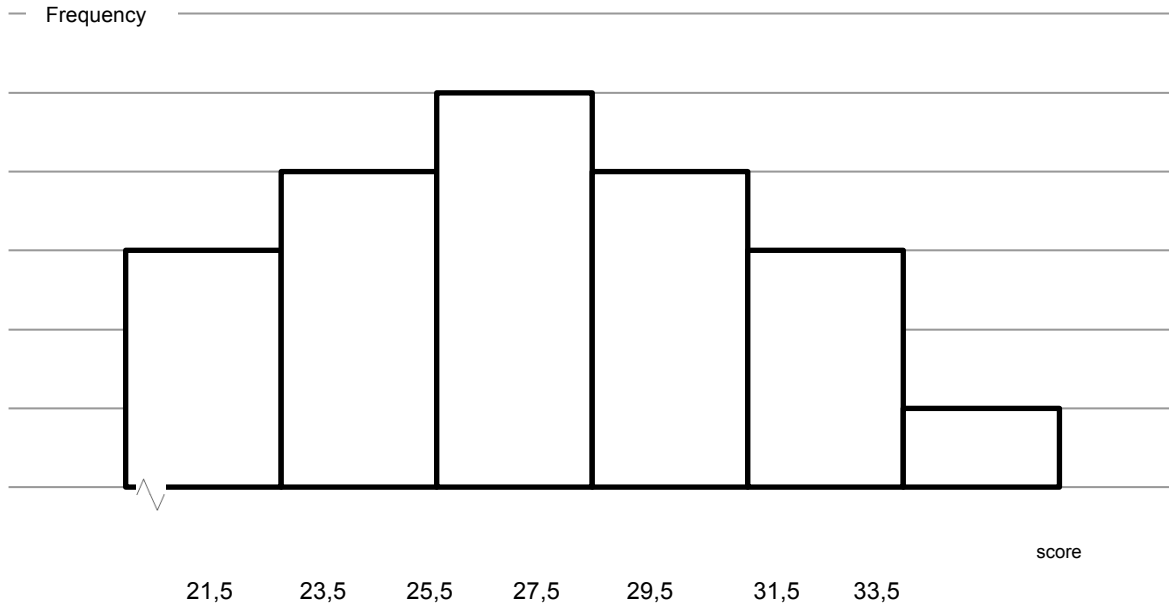
Based on data obtained, it can be seen that the result of learning the basics of political science students group learning by accommodator style treated by STAD type the lowest is 22, the highest is 32, the average score is 26.80. The modus is 26.50 and median value is 26.70. While the variance is 8.54 and standard deviation is 2.92. For more details, such data can be seen in table 4.6.

**Table 4.6** Distribution Frequency of Learning Outcomes at Political Science Using Accommodator Style Treated by STAD Type

No	Interval Class	F <sub>i</sub>	Relative Fi (%)
1	22 - 23	3	15,00
2	24 - 25	4	20,00
3	26 - 27	5	25,00
4	28 - 29	4	20,00
5	30 - 31	3	15,00
6	32 - 33	1	5,00
Total		20	100,00

Table 4 shows that approximately 35% score results of learning the basics of political science students accommodator style that learned with STAD type is under average, 25% are underlined on average, and 40% is above the average.





**Figure 4** Histogram of Distribution Frequency of Learning Outcomes at Political Science Using Accommodator Style Treated by STAD Type

## CONCLUSION

Based on type of advanced test results, it is concluded that the results of learning the basic of political science using accommodator style treated by GI type is higher than the results of student learning through STAD type. Students who have learning using accommodator style, learn by trial and existing theories and like to do experiments. They learn by doing to know something new. They learn better when they can use anything as an object to be observed, touched, explored and used. Students with accommodator type are extrovert nature and tend to take risks. They prefer to study together than learning alone. The more opportunity to interact and discuss with many people trigger this type of learning with more vigor and better. Students with accommodator are not a thinker and not too concerned with theory. This type tends to bring ideas spontaneously. In the GI-type, accommodator helps with many learning activities and opportunities to choose and not be dictated as in STAD. Opportunities to interact in any types of relationship are more complex between students to each other, between students and lecturers to make this type would be the type of active and dominant in the group. Though it is less contributes in ideas, and analysis of problems, but this type can motivate the other group members with strong interpersonal skills. Conversely, when it is learned with STAD model, accommodator students will be bored, because it is not the type of thinker and less like the theories especially if just accept what has been conceptualized by the lecturer. Limited interaction within the group and the lack of challenging learning activities makes this type of individual will feel bored when studied with STAD. Students with accommodator types tend to be individuals who play an active role although not the most convey ideas, this type would be very easy to absorb information from friends in his group and quick in making decisions. Ability in analyzing something though it is not as sharp as the type assimilator, but it still helps this type adapted to learning that requires deep thinking and active participation of students in each of the learning activity. Compared with STAD learning model type which has less challenging, the accommodator type is more suitable learned with cooperative learning GI for more varied and challenging, both the intellectual needs and the needs of learning activities. It can be concluded that the learning outcomes of students who have accommodator type would be better when studied with GI type.

## LIMITATION OF THE RESEARCH

This research is inseparable from the weaknesses and shortcomings due to the limitations of some things which cannot be controlled and avoided that could affect student results. One of them is the subject of the research is a human so the condition of quasi-experimental research conducted causes many factors of refraction. Field research has been done as carefully as possible by ensuring equal conditions in the treatment of two classes in learning model. It is done in order to obtain a significant conclusion.

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