EFEKTIVITAS PEMBELAJARAN VARIED WORKED EXAMPLE DAN SOCIAL PERSUASION DITINJAU DARI KEMAMPUAN TRANSFER, COGNITIVE LOAD DAN SELF-EFFICACY SISWA

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ABSTRACT

The purpose of this study are to determine and describe (1) the difference in effectivity between varied worked examples and uniform worked example; (2) the difference in effectivity between learning by giving social persuasion and learning without giving social persuasion; and (3) interaction effect between worked example context and social persuasion. All tests were reviewed from the ability of near transfer, far transfer, cognitive load of near transfer test, cognitive load of far transfer test, self-efficacy of near transfer test and self-efficacy of far transfer test.

This research was a quasi-experimental study using a 2×2 factorial design, namely the context factor (varied worked example vs. uniform worked example) and the social persuasion factor (giving vs. without giving). Thus, producing four types of treatment groups, namely (1) varied worked example without giving social persuasion; (2) uniform worked example without giving social persuasion; (3) varied worked example giving social persuasion; and (4) uniform worked example giving social persuasion. Learning was carried out through three phases, the introductory phase, the acquisition phase, and finally the test phase. The research was conducted at one of the public junior high schools in Manisrenggo District, which consisted of 128 students with an average age of 13.03, randomly selected. To obtain research data, the instruments used were near transfer and far transfer ability tests and cognitive load and self-efficacy measurement scales at the end of the item. The data analysis was ANCOVA (Analysis of Covariance) to determine and describe the main effect and interaction effect of two factors, namely context factors and social persuasion factors in terms of each dependent variable. A significance level of 0.05 and school final example scores used as covariance.

The results of the analysis conclude that (1) varied worked examples are not more effective than uniform worked examples in terms of near and transfer, near and far transfer cognitive load tests, and far transfer self-efficacy test; (2) giving social persuasion is more effective than without giving it in terms of near transfer, far transfer, cognitive load, and self-efficacy; (3) there is an interaction between the context of worked examples and giving social persuasion in terms of near transfer, far transfer, cognitive load of near transfer test, and self-efficacy of near transfer test.

Kata Kunci: *varied, worked example, social persuasion, cognitive load, transfer, self-efficacy*