IMPROVEMENT OF STUDENTS LEARNING ACHIEVEMENT THROUGH LEARNING COMMUNITY MODEL

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Abstract

Research This aims to identify and analyze differences in learning outcomes of students who are taught by Learning Community Model and taught by learning Konvensioanal on Risk Management course. With regard to the purpose of the study to determine the ongoing learning process, this study carried out in the form of experimental research, to provide treatment in the experimental class by using the Learning Community Model and the other class as a class using conventional methods. The method used is a quasi-experimental methods (quasi-experimental).

The population in the study were all students of the Faculty of Economics Accounting Course UMSU who take classes Risk Management Concentration Morning and evening classes in the first semester of the academic year 2016/2017. While the sample taken from the population by cluster random sampling, which is taking a number of students as much as 2 class of all classes. The second class of the class will be drawn where the control group and the experimental group. Data collection techniques used is documentation. To analyze the data of this study is to use the t-test formula. The results showed that no significant difference in student achievement grade students experiment with a conventional classroom, the Accounting Studies Program Faculty of Economics and Business, University of Muhammadiyah Sumatera Utara has not been effective Learning Community Model to improve student results.

Keywords: Learning Community Model, Learning Outcomes

INTRODUCTION

The learning system is basically a way to achieve the learning objectives are objectives expected to be achieved by students in learning activities. Learning systems today tend to still use the conventional system is a lecture and students as passive party to accept the lesson that there is no interactive teaching and learning activities between teachers and students. Interactive learning activities that are not can be seen from the lack of courage to speak also because the students lack of confidence, lack of response or concern affecting student understanding of the material provided lecturers. These conditions affect student learning outcomes is lacking. It is also because they are very infrequent use varied methods, interactive learning can be adapted to the conditions of learning objects. Lecturers do not involve students directly in formulating the problems that exist in the material submitted, students are less happy with the learning process.

Learning with discussion method that has been done on the subject is still less effective risk management. The discussion method takes a long time but the results obtained are less than optimal student. This can happen because the students communication skills are lacking, so that in conveying information to a friend the results of the discussion is less clear. This is what makes your friends or other groups less attention. They obviously do not receive the information or materials presented. While the discussion is an activity that can train students to express opinions and to enhance the activity of students in the learning process. The discussion process trains students to be critical, able to interact socially and be able to communicate directly.

Student learning success can be measured through the assessment of learning outcomes. One method of teaching, namely Model Learning Community which requires a teaching approach
through the use of a small group of students to work together to maximize the learning conditions in achieving learning goals "Nurhadi (2004). Student-centered learning (student centered) one of which is a model of Learning Community. Model Learning Community is a model of learning in which the lecturer only acts as a facilitator.

The learning objectives Learning Community is different from the conventional group that apply the system of competition, where the individual success oriented to the failure of others. While the purpose of cooperative learning is to create a situation where individual success is determined or influenced by the group's success. Learning Learning Community was first developed by Elliot Aronson et al at the University of Texas. In cooperative learning there are several kinds, among others STAD (Student Teams Achievement Devisions), Think-Pair-Share (think-pair-four of them), Make a Match (search partners), CIRC, Jigsaw and many others.

There are many methods in cooperative learning one of them is learning Learning Community. The learning method of learning Learning Community is an alternative that can improve student learning and understanding will matter. Learning Learning Community is a cooperative learning methods that encourage students to learn to work together in a heterogeneous group, there are at least two major components that must be present in cooperative learning, which is the component tasks (cooperative task) and the components of the incentive structure of cooperative (cooperative incentive structure). The task component is a division of each of its members so that they can work together in completing the task group. Each member in the group can share the responsibility to achieve a common goal. The division of tasks in cooperative learning, including time, practice, and reinforcement of appropriate behaviors. In order for the division of this task can be run properly, lecturers should be able to create an atmosphere that supports the students' learning activities. The neighborhood atmosphere reached after students were able to overcome their problems and feel the surrounding environment to appreciate. During the group work, the task of each individual group is to achieve mastery. The neighborhood atmosphere reached after students were able to overcome their problems and feel the surrounding environment to appreciate. During the group work, the task of each individual group is to achieve mastery.

On learning Learning Community is divided into several sections, which invites every member of the group to be an expert in one piece. Each student is responsible for teaching other members of the group on it so that it requires students to skillfully communicate. In this jigsaw learning students do four stages, namely, teaching materials, expert group discussions, group discussions origin, testing and awards. During the discussion the assessment for mahamahasiswa communication skills with the assessment rubric provided. Through learning the communication skills of students jigsaw method may increase as the learning method of this jigsaw there twice discussion, the expert group discussions and group discussions origin. In the expert group discussions each group to discuss a different matter.

Research This aims to identify and analyze differences in learning outcomes of students taught by Learning Community learning and taught by the conventional learning in subjects Risk Management. With regard to the purpose of the study to determine the ongoing learning process, this study carried out in the form of experimental research, to provide treatment in the experimental class using learning learning Learning Community and the other class as a class using conventional methods.
LITERATURE REVIEW

1. Learning Outcomes
Acquisition of knowledge or skills developed by courses, usually indicated by test scores or the number given by the lecturer. Learning outcomes are the results achieved in the demanding student a lesson that shows the level of students' ability to follow the course of study within the specified time in accordance with a predetermined curriculum. The learning achievement is often reflected as a value that determines the success of the students have learned.

In general learning is defined as changes in behavior. Learning has no color if it does not produce knowledge, attitudes and skills formation. Therefore, according Sukirman (2001) the learning process should be given serious considerations involving various aspects of teaching and learning of the success. These aspects are cognitive, affective and psikomotorik.

a. Cognitive aspects
Namely with regard to the introduction of new or recall (memorize) a knowledge to develop the ability intelektual.

b. Affective aspects
That is associated with the generation interests, attitudes / emotions and respect (compliance) terrhadap values or norms.

c. Psychomotor aspects
That teaching is showing the skill or movement (skill). To achieve success in learning to these three aspects should not be separated, but it is much better if connected. With the merger of these three aspects will be known the quality of the success of the teaching and learning process. Thus, the results of extensive study would include all three aspects of the educational goals are cognitive, affective and psychomotor.

Results of student learning is influenced by several factors, including the factors that comes from within the student (internal) and factors originating from outside students (external). Learning activities can be said to be successful if changes in behavior can be achieved. The factors include:

a. Internal factors
Internal factors are factors that are within the man himself or anything that had been taken by humans since its birth, the sacred nature which is innate talent. In addition to congenital factors or nature, there are other internal factors may in themselves is the first private, personal experience. Personal experience is the individual's ability to discriminate, categorize, focus, understand, and respond to sights. Personal experience question is a religious experience, which needs to be given in the womb, because it will affect the personal religious establishment.

b. External factors
External factors are factors that come from outside the human personality or derived from other people or the environment. The factors include:

1) Social Environment
Which includes the social environment is the community and neighbors are also a group of playmates. Better social environment affects learning activities go round many parents and families.

2) non-social environment
Factors including non-social environment is a school building and its location, the house where the family and the location, learning tools, the weather and use student learning time. These
factors also determine the level of success seen learning. According Suprijono (2009) of learning outcomes is the overall change in behavior is not just one aspect of humanitarian potential. Meanwhile, according to Uno (2011) that the learning outcomes are changes in capability (limited capability) as a result of learning. Furthermore, according to Dimyati and Mudijono (2009) that the learning outcomes are the result of an interaction acts and acts of teaching and learning. May mean that the learning outcomes are the results obtained by the students of the learning process as seen from the changes in the overall behavior.

2.2 Learning cooperative

Cooperative learning was introduced by Slavin. Slavin (2005) explains "In cooperative learning methods, students work together in teams to master the four members Initially the material presented by the teacher". From this opinion can be seen that in cooperative learning, students work in groups with four members to complete the task of lecturers. Vienna Sanjaya (2008) explains that the cooperative learning as a learning method or a group of small teams of between four to six people who have a background in academic skills, gender, race, or ethnicity different (heterogeneous).

Nurhadi (2004) considers the cooperative learning are considered effective for creating a cooperative learning interactions grindstones, compassionate, and foster care so as to create communities of learning (learning community). Based on these opinions mean that students are not only learning from the professors but also from fellow students, so the mismatch between students caused by the background of the different students can be reduced by interactions with the dependency.

Cooperative teaching will bring several advantages for students, namely: 1) increase the sensitivity and social solidarity; 2) enable the students learn about the attitudes, skills, information, social behavior, and views; 3) facilitate student social adjustment; 4) allows the forms and the development of social values and commitments; 5) eliminate selfishness or self-centered; 6) build friendships that can continue into adulthood; 7) share the social skills needed to maintain a relationship of mutual need are taught and practiced; 8) increasing mutual trust for fellow human beings; 9) increasing the ability of looking at problems and situations from multiple perspectives; 10) increasing the willingness to use others’ ideas diasakan better; 11) increase a penchant friends regardless of ability, gender, normal or disability, ethnicity, social class, religion and task orientation Nurhadi (2004).

Cooperative learning methods, will create a trained student understanding and fostered excitement and positive attitude in his work as well against itself (Nurhadi: 2004). So that all students can benefit from cooperative group work activities, they should be given the opportunity to develop a range of skills. Cooperative learning method was developed to achieve three important learning objectives, namely academic achievement, acceptance of the award and the development of social skills. Mutually beneficial cooperative learning for students who are underachieving and high-achieving students. Students are capable of higher can be a tutor for students who are less capable. In this process the higher ability students in academic benefit, because the deeper thinking. Cooperative study also presents an opportunity for students from different backgrounds and conditions, to work and are interdependent on routine tasks. Cooperative learning teaches students the skills of cooperation and collaboration. Thus, the cooperative learning and group learning method or a small team with a number of students from two to five, composed of various backgrounds.

The division of members in the group must be considered heterogeneity of student skills. They studied together in these groups and help each other. Cooperative study also presents an opportunity for students from different backgrounds and conditions, to work and are interdependent on routine tasks. Cooperative learning teaches students the skills of cooperation and collaboration. Thus, the cooperative learning and group learning method or a small team
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According to Roger and David Johnson (in a lie, (2005), not all group work can be considered as cooperative learning. To be regarded as cooperative learning there is at least the basic elements that must be met. Nurhadi (2004) says there are four key elements in cooperative learning, namely: positive interdependence, face-to-face interaction, individual accountability, and interpersonal skills. Furthermore, Lie (2005: 31) adds one more element, that the evaluation process of the group. The following explanation of the five main elements of the cooperative learning.

1) positive interdependence
To create an effective working group, faculty need to arrange tasks such that each member of the group must complete the task alone so that others can achieve their goals. In this partnership, lecturers should be able to create an atmosphere that encourages students need each other. This is what a positive dependency. This positive dependency can be done by: a) the interdependence of achieving goals, b) interdependence in completing the task, c) interdependence or source material, d) interdependence of roles, and e) interdependence gifts.

2) face-to-face interaction
Face interaction demanded of students in the group to be able to see each other so that they can discuss. This interaction activities will shape the attitudes of the students work in synergy that benefits all members. This kind of interaction will create a varied learning resources and learning with peers will be more conditioned.

3) The responsibility of the individual
This element is the effect of positive interdependence within the group. Assignment and assessment patterns compiled based on cooperative learning procedures. The process of assessment is an assessment of the group are taken from the average results of learning all the members. Thus, every student will feel a responsibility to do their best. Assessment groups based on the average tenure of all members of the group individually. This is the meaning of individual responsibility. Key to the success of this method is the preparation of a lecturer in the preparation of their duties.

4) Communication between members
The process of communication between members of the well requires relationship skills of interpersonal and social skills, such as tolerance, politeness to a friend, criticized the idea and not criticize friends, dare maintain logical mind, not dominate others, independent, and various other properties that helpful, professors have to teach ways to communicate. The success of a group also depends on the willingness of its members to listen to each other and their skills to express his opinion.
5) Evaluation of the group process
In addition to the four elements mentioned above, the element of the evaluation process is a hallmark of the group is also present in the cooperative learning. In this evaluation process, lecturers need to schedule a time for the group to evaluate the group process and the results of further cooperation so that students can work together more effectively. This evaluation time does not need to be held whenever there is a working group, but it could be held after a time after several students involved in cooperative learning activities.

So that students can learn to work together in a heterogeneous group, there are at least two major components that must be present in cooperative learning, which is the component tasks (cooperative task) and a component of the incentive structure of cooperative (cooperative incentive structure) (Vienna Sanjaya: 2008). The division of tasks in cooperative learning, including time, practice, and reinforcement of appropriate behaviors. In order for the division of this task can be run properly, lecturers should be able to create an atmosphere that supports the students' learning activities. The neighborhood atmosphere reached after students were able to overcome their problems and feel the surrounding environment to appreciate. During the group work, the task of each individual group is reaching completeness (Slavin 2005).

The second component is the task of co-operative incentive structure. This task is a component that is motivating people to work together to achieve group goals. This component is characteristic in cooperative learning, the hard work of every member to learn, encourage, and motivate other members mastered the concepts and subject matter. They will be easier to find a concept it with friends. Thus, according to Slavin (2005). Cooperative learning is applied extensively on the basis of these things will help students achieve group goals, and motivate other members mastered the concepts and subject matter. They will be easier to find a concept it with friends. Thus, according to Slavin (2005). Cooperative learning is applied extensively on the basis of these things will help students achieve group goals.

Various methods in cooperative learning is applied by the lecturer. Slavin (2005) mentions the 'Three general cooperative learning methods are adaptable to most subjects and grade level: Student team-achievement divisions (STAD), team-games-tournaments (TGT), and jigsaw ". According to him, there are three methods of cooperative learning that can be applied with due regard to the material and its level, ie STAD, TGT, and jigsaw. Then, Nurhadi (2003) outlines into four methods in cooperative learning, namely STAD (Student Teams Achievement Division), cooperative methods jigsaw method, Method GI (Group Investigation), and structural methods. Here's an explanation of the above description:

1). jigsaw
In this kaedah, each expert group to 'spokesman' in the sub-units of a topic. After each understand their respective sections, each of 'interpreter' teach him also to set another expert. Questioning or conversation that apply during this process allowing 'interpreter' and experts alike think about the conversation that apply during the extension of this process allows 'interpreter' and experts alike think of extension given, it increases understanding and retention. Apart from that, this kaedah also provide opportunities for students who are less brilliant and teach them to be a 'teacher' and teach them who have better academic achievement thereof, indirectly increases their self-confidence.

2). STAD
STAD is an acronym for Student Teams Achievement Divisions. Learning in a small collection made for a topic. STAD consists of five main components, namely: (1) a class presentation; (2) teams; (3) quizzes; (4) score individual progress; (5) recognition team (Slavin; 2005). These five
components can be described as follows: Presentation Class, the direct teaching as is often done or discussion lesson led by a lecturer; Tim, is the most important feature in the STAD, can consist of four or five students; Quiz, quizzes conducted after one or two periods of lecturers giving presentations; Individual Progress score, it is intended to give students performance goals that will be achieved if they work harder and provide better performance than before;

3). TAI
TAI (Team Assisted Individualization) was formed to combine the motivation and incentive to the collection. The given program should be in accordance with the capabilities of the students. Students in each group should have different abilities. Experts from each group to work in pairs and then exchanging a worksheet that has been done. Experts from each group is responsible for ensuring peers in the group is willing to occupy the final exam for each unit. Weekly value of the group will add up, the group gets more value will get a reward.

4). TGT
TGT method was developed by David d Vries and Keith Edward initially by John Hopkins. TGT using lecturers and working groups together with STAD but added tournaments weekly quiz, where students conduct academic games with members of other groups that ultimately resulted in the ranking group. In every tournament consists of 3 people. The highest score will donate the number 60 for his team, then the loser will face the loser wins dealing with the win. TGT has a lot of the same dynamics with STAD only plus game. Games pasted together in a group and explain the problem but as the game progresses the participants work individually.

5). CIRC
This method is specifically used for language learning, especially writing and reading in the upper and middle classes of elementary school. In this method using a novel lecturers and discuss the readings. Could use a group to read or not to read the conventional way, students are assigned to a team menyususn learn from two or more different levels. Students learn with his team mate in the same cognitive activity includes reading the same Satui lian, write a response, a summary, and practice for the spelling, and vocabulary outlines. In the CIRC activity faculty students attend a series of lectures, group practices, pre-evaluation team and students are not allowed to take the test until all team members are ready. In contrast to the above opinion, Lie (2005) defines cooperative learning as cooperative learning techniques. He describes the 14 techniques of cooperative learning that can be applied by lecturers, among others: 1) looking for a partner, 2) exchange of partners, 3) think-berpasanganberempat, 4) send greetings and questions, 5) the head are numbered, 6) head are numbered structured, 7 ) two stay two guests, 8) around the group, 9) buttons jingling, 10) around the class, 11) small circle big circle, 12) bamboo dance, 13) jigsaw, and 14) tells pairs.

2.3 Learning Community Model
Learning community can occur if there is a two-way communication process, ie two or more groups involved in learning communication learn from each other. Someone involved in community activities learn to provide the information required by the interlocutor and as well as request the necessary information from a friend of learning. Mutual learning can happen if there is no dominant party in communication, no party is reluctant to ask, no party considers most know, all parties are willing to listen to each other. Each party must feel that everyone else has the knowledge, experience, or skills that are different and need to be studied. If everyone is willing to learn from others, then everyone else can be a source of learning.

Practice in learning kolompok manifested in the formation of small, forming large groups, bring in experts in the classroom, working with equal class, with the class above kelompdk work and working with the public. Working with the community is a duty and establishing community learning or learning community that is one part of learning. According to Bruce Joyce (1996; 375) that a professional learning community is Observe, the practice, and observe your practice,
then practice, practice, practice. Help each other practice. That is observed, then practice, observe and practice, then practice, practice, practice. Cooperation in practice more lanjut disebutkan that: We are in the Midst of the period where strong new Efforts are being made to develop a new kind of professional community in education-one Whose ethos is built around the continuous study of teaching and learning. This means that we are in the midst of a period in which create powerful new business menjembangkan professional sort of a new society in the ethos of education, who will be built in teaching and learning continues.

Of the various terms learning community put forward by the experts when the above is summarized in the group learning to cooperate with others. Community Learning occurs when there is two-way communication, observation, practice is a form of cooperation which will form a new community menjembangkan of building and learning continues. The built in society is Professor and student learning. Lecturers teach students assigned together, positively. Lecturers have a variety of strategies to proactively educate students, to work together, learn effectively and to design teaching activities. Learning Society is a school or university interdependent activities in the classroom, hoping to find ideas, methods, resource for understanding improvement in enhancing mutual relations. Community learning (learning community) is an integrated approach and relevant to events in the real world for a more critical thinking.

4. hypothesis
The hypothesis is a temporary answer to the problems studied, this answer can be right or wrong depending evidence in court. The hypothesis is a temporary answer to the problem of research that is theoretically considered most likely or highest level of truth. For the purposes of statistical tests then developed the hypothesis that there are differences in learning outcomes of students who are taught by the teaching community learning and taught by the conventional learning

METHOD
Research conducted at the Faculty of Economics, University of Muhammadiyah North Sumatra - Medan for 6 months in the period from February to July 2015. The subjects were students majoring in Accounting Semester VII, with the method of "Learning learning community". Approached in this study using an experimental research approach. Methods of experimental research is a systematic method to build relationships that contain the phenomenon of causation. This is done to obtain information about which variables makes things happen and variables obtained as a result of the changes in an experimental condition.

Data Collection Techniques
a. Documentation
Documentation used to obtain data on students who will be the name of the sample and to obtain data on student grades midterms.

b. Test
Test is a tool for the procedure used to measure the ability of an individual or class seen from the answers given by the testee so it can know the extent of its capabilities. Test was used to obtain data on student learning outcomes in subjects Risk Management of students into this research sample. Test used is a form of a multiple choice test (multiple choice).

Data Analysis Techniques
Analysis of the data is a decisive step in a study for analysis of data serves to conclude the research. To analyze the data of this study is dengna using T-test formula as follows: x is an average,σ is the standard deviation.

1. If $1 \leq \sigma = \sigma$, The formula used is:
Information:
t: Distribution of student
x1 : Average grade experiment
x2 : Average grade using conventional methods
s2 : Variance combined value of the initial data
n1 : Number of students experimental class
n2 : Number of learners classroom using conventional methods

2. If $1 \neq \sigma_2$, The formula used is:

Testing criteria:
count table H is received, if $t < t$ to determine $dk = (2 \cdot 1 + n - n)$
with a significant level $\alpha = 5$.

DISCUSSION

Untuk determine differences in achievement of students by grade concentration in Accounting Studies Program Faculty of Economics, University of North Sumatra Muhammadiyah, the authors used a statistical formula t-test analysis. To facilitate authors in mekakukan calculations, the authors used a computer program SPSS version 12.0 in finding a different test (t-test) and the results can be seen in Table IV-6 below:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>13 789</td>
<td>.000</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-761</td>
<td>123 122</td>
</tr>
</tbody>
</table>

Based on Table IV-6 is obtained t calculate equal to -0.769 with probability (Sig 0.000) Furthermore, the comparison with t table at significant level of 0.05. From the above, the t value is in the region of acceptance of Ho, then Ho is accepted and Ha is rejected, there is no significant difference in student learning outcomes classroom concentration in Accounting-hours (classroom using conventional methods) with the results of student learning classroom concentration in Accounting Morning (class experiment ) in Accounting Studies Program Faculty of Economics, University of North Sumatra Muhammadiyah at significance level of 5%.

The results show that learning Learning Community has been unable to improve the ability of students to learn. This is because learning Learning Community provides the opportunity for students less capable to improve their understanding of the subjects being studied through
mutual cooperation helps in understanding the learning material. Students who have more skills will help students with less ability. As a proactive and conscious process, learn to use the students to control their own learning process in the form of cognition, motivation, and behavior; such as setting goals, selecting and using the most appropriate learning strategy with adequate resources and situations.

Learning through Community Learning students are trained to be proactive. This is because the dependence of the complete lack of cooperation through mutual learning mastery of each student will develop mutual trust, help-seeking behavior, behavior gave aid and managing resources owned groups to achieve common goals. The opportunities for cooperation and interdependence among group members in gaining a thorough understanding will direct students to learn more effectively and efficiently. Thus we can conclude that the achievement of students in Accounting Concentration Evening classes (classes using the conventional method) is the same or different is not significant when compared to the achievement of students in Accounting Concentration Morning classes (classes using conventional methods). The absence of a significant difference is marked / can be seen:

a. The average level of student results Accounting Concentration Morning classes (classes using the experimental method) is 76.67.

b. The average level of student results Accounting Concentration class hours (conventional classes) is 78.09

From the foregoing it is known that the average student results Accounting Concentration class higher than the class hours Accounting Concentration morning but the difference in the average value of student results was not too big or insignificant. It can be concluded that student learning outcomes Morning Accounting Concentration same class than student results Accounting Concentration class hours.

The results of this study contrast with other studies on the application of Community Learning and teaching methods compared to conventional methods performed by Supriyadi (2010) which shows that there are differences in the experience of students in three basic needs are autonomy, competence and social connectedness. The students reported feeling more competent in teaching methods Learning Community and students who have academic self-concept a lower feel good when using this method. Mastery of the material due to each part that has become part of each member in the group and a shared responsibility to share knowledge or skill to direct the group members to be responsible for managing the resource group that is owned by considering the existing situation to achieve a common goal.

In the context of the viewpoint of faculty, students seemed more stressed when exams, a willingness to do the Review and examined, the achievement of permanent learning is also proving successful implementation of the jigsaw technique and the achievement of positive results. From the perspective of a student, they stated that throughout the learning process never feel bored, communication in the classroom is well maintained, and learn the subject matter with a happy feeling. This is an important aspect that points to the fact that there is a positive side of the application of learning Learning Community. Learning Learning Community based on this proven research can significantly improve student learning.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions
Based on the results and the above discussion, it can be concluded that:
   1. There are significant differences between the results of student learning hours Accounting Concentration class (Class using conventional methods) with Accounting Concentration Morning class student (Class Experiment) using Learning Learning
Community based experimental methods and learning outcomes of students who are taught by using Learning Learning Community.

2. The results of student learning using the experimental class learning model Learning Learning Community based experimental method is almost the same compared with the results of student learning classes using conventional methods.

2 Suggestions
Based on the research there are some suggestions as follows:

1. In learning activities lecturers should be more creative in choosing the appropriate model of learning the material that will be taught and applied in the learning process that prioritizes the involvement of the students in the learning process so that students can understand the material being taught and is not saturated in the following learning activities

2. Making learning model is a model of learning Learning Learning Community as one model of learning used in learning that helps students to play an active role in the learning process and be able to understand the material being taught.

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