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1 The implementation of mastery learning concept and cognitive entry behavior to increase the students' competency | K Suandi 1* , N N Aryaningsih 1 1 1 * Abstract. Thobjes thsy (1) escribthdc compbetween students coentioainstrun, 2) then havighne enehio an lone enehio (3 an lyze the interaction effect b inctionl dl cogne trbavto e e Quasi wconducted accounting oPoli itivenbhior. to sampare students each too auit e subects. erlts fthstu dare:) ere a ignifican owmay ngand coetenbth tudenhvhcogitivenbhav ioand w gne try moean ne try eavtothe ievemetof en mpce F=8 Cognitivent r s e st mportanfothat fl unces earn whthl alreadyknow.Mntist crosscutting concepts, and scientif ic and engineering practices Coitivlatsphere v etrialto ent acadc tyis bcme hi scooicltrr.[3 ducators avoi d emergence a mpetitiv 2 atmout instead need to cre oclsrn astery learning.

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Analysis technique decision analy is in this study assifie 3.1 Results Tabe r v atery coe Int v 7 -- 100Competen t 0.00 749 0.00 .99 sis presented T3Based n analyu(nwere - 4 Tabl3 .Ma fcopece(retPsts) Coitivry bhior ntrcadl nlysis UnP test sttest Hgh 1y Learin259 TOL 0 8.70 7.38 Low 1y Learin248 TOL 0 8.86 3.74 TTA 1y Learin558 TOL 00 3.78 5.56 Based thTable it pears th soco etence, in igh e behavgpand w gnitive rybehavgps th

0.75 scores, 100.00 steryrange, mpetent" ryAt foteaeaesoe hw hthg e nr eai ri ihrta h o
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.005 Err 3.6 96 4 To 7960 4.6 99 3.3 **Mastery learning and conven** tional in achieving
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The conclus of this study are: ()hr sainfiat 6 5. References for Supervision and Curricula **A**
Framework for K-12 science education: Practices, crosscutting concept, and core ideas.,
Bacon. Valdosta, GA.

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