

APPLICATION OF THE STUDENT FACILITATOR AND EXPLAINING (SFE) MODEL TO IMPROVE STUDENT LEARNING OUTCOMES IN INTERNET ACCESS MATERIALS IN CLASS XI IPS 1 SMA NEGERI 1 PURI

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Abstract

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The results of the initial observations showed that the learning outcomes of students' internet access materials in class XI IPS 1 of SMA Negeri 1 Puri with completeness were only 62.1%. The low learning outcomes are due to the application of learning models that are not suitable, students are passive in learning. The purpose of this study was to analyze the improvement of learning outcomes for class XI IPS 1 SMA Negeri 1 Puri through the application of the Student facilitator and explaining (SFE) learning model. This classroom action research consists of two cycles consisting of planning, implementation, observation and reflection stages. The subjects of this study were students of SMA Negeri 1 Puri class XI IPS 1 for the 2018/2019 academic year which consisted of 32 students. Based on the results and discussion, it can be concluded that learning using the Student Facilitator and explaining (SFE) learning model provides convenience for teachers in learning, makes learning student-centered, completes learning outcomes, and can teach and practice student character behavior.

Keywords: Learning Outcomes, Internet Access, SFE

1. Introduction

The learning outcomes of class XI IPS 1 students at SMA Negeri 1 Puri seen from the results of daily test scores, it was found that many students did not complete the Minimum Completeness Criteria (KKM) and learning completeness did not meet. The KKM in the school is 70 and learning completeness is said to be successful if there is a change in behavior of approximately 75%. The results of the observations obtained daily test scores for class XI IPS 1 which amounted to 32 students, who were not complete in learning were 12 students with a percentage of completeness of 60%. Based on this description, it shows that the learning outcomes of internet access material in class XI IPS 1 SMA Negeri 1 Puri are not good. After conducting interviews and observations in the field, it was found that several influencing factors were found, namely the number of students who were less enthusiastic, both in carrying out theoretical assignments and in practice outside the classroom, the teacher's learning model that was not in accordance with the student's situation and condition, the absence of an assessment of theory and practice. practice (task). The absence of an assessment of these tasks resulted in students being less enthusiastic, because they felt it was not important to study in practice or do assignments if they were not assessed. Teachers should use learning models that involve students' activeness in the ICT learning process for internet access materials, so that students are expected to feel valued, can develop their potential because of reciprocity/two-way communication between teachers and students and student learning outcomes will be better. The results of Agustina's research (2010) show that the use of the Student Facilitator and explaining learning model has increased learning outcomes. This is evidenced by the number of students who completed the first cycle as many as 81.8% of students, in the second cycle of students who completed as many as 93.1%.

Related to the results of the research above and the problems that have been found in SMA Negeri 1 Puri, to overcome these problems the researcher offers the application of the student Facilitator and explaining learning model. Rachmad Widodo (2009) stated that the Student Facilitator



and explaining learning model is a learning model in which students/students learn to present ideas/opinions to other fellow students. The Student Facilitator and explaining learning model is one of the cooperative learning models that involves student activity in the learning process. Cooperative learning model using small groups with the number of members in each group of 4-5 students heterogeneously (Trianto, 2007:52).

According to Suprijono (2009: 128), the Student Facilitator and explaining learning model is a model that involves student activity which has six syntaxes, namely: 1) The teacher conveys the competencies to be achieved, 2) The teacher demonstrates/presents the material, 3) provides opportunities for students to explain to other students for example through a concept chart/map, 4) The teacher concludes the ideas/opinions from the students, 5) The teacher explains all the material presented at that time, 6) Closing. The Student Facilitator and explaining learning model is an active learning method. The essence of active learning is to direct students' attention to the material they are learning. Based on the problem formulation above, the purpose of this study is to determine the improvement of student learning outcomes through the application of the Student Facilitator and explaining (SFE) learning model on internet access material in class XI IPS 1 SMA Negeri 1 Puri.

2. Method

This research is a classroom action research (CAR) with the aim of knowing the effectiveness of using the Student Facilitator and explaining (SFE) learning model to improve student learning outcomes.

The research was conducted at SMA Negeri 1 Puri. The selection of SMA Negeri 1 Puri was chosen and determined based on two considerations, namely academic and technical. Academic considerations, because the Student Facilitator and explaining (SFE) learning model has never been used in learning at SMA Negeri 1 Puri. Technical considerations allow researchers to conduct research because the researcher is a teacher at SMA Negeri 1 Puri and it is easy for researchers to get observers who already know the students of SMA Negeri 1 Puri.

The limitations of time, effort, cost and research focus encourage the need for a firm scope of research. In this case, the scope of the research is defined as follows: 1) Improvement of learning is carried out using the Student Facilitator and explaining (SFE) learning model. 2) The material studied is internet access. 3) The focus of this research is on the learning process which includes teacher and student activities and student character behavior, as well as product learning outcomes obtained by students after taking the test at the end of each cycle.

The research was carried out from January to March 2019. The subjects of the study were students of class XI IPS 1 SMA Negeri 1 Puri for the 2018/2019 academic year, totaling 32 people. The reason for assigning research subjects to the class refers to the following considerations: 1) low motivation and interest in learning, this is evidenced by the high number of absent students; 2) learning outcomes are still low, this is evidenced by the achievement of the KKM in the previous material below 70%; 3) researchers get teaching assignments in the class, 4) character behavior such as asking, communicative, and respecting opinions is still low, 5) reading intensity is still minimal.

This CAR was carried out by involving two observers as research partners, namely observer 1 who would observe student activities and student character behavior and observer 2 who would observe teacher activities in the implementation of lesson plans.

Each CAR cycle consists of 4 stages, namely planning, action, observation, and reflection. Based on the experience of the learning process, learning outcomes and questionnaire responses from pre-learning students, the initial reflections can be described as follows: 1) Internet access material is an easy learning material, but learning outcomes require students to think and read diligently. Based on the experience of the researchers, it was found that the completeness of the previous material was still below 60%. The teaching methods used by teachers are quite varied but the results are not optimal. 2) The ability to show character behavior is still low. This is shown by the attitude of students during learning. Based on the experience of researchers teaching in class XI IPS 1, it was



found that in every lesson students who dared to ask no more than two questions, students who dared to answer questions from the teacher or other students were also very minimal. This is exacerbated by the habit of students criticizing friends if there are friends who dare to ask questions.

Based on these reflections, it is necessary to improve learning through Classroom Action Research (CAR) using the Student Facilitator and explaining (SFE) learning model. The final target of improvement through this research is to determine the effectiveness of the application of cooperative learning models in improving student learning outcomes and character behavior.

The instrument of this research consists of the implementation plan for the implementation of the lesson plan (RPP). Student activity observation sheet. Character behavior observation sheet. Product indicator achievement assessment sheet.

The results of observations on the implementation of learning were analyzed descriptively qualitatively by calculating the results of observations made by observers who had been trained to operate the observation sheet. Based on the average rating of two observers for each aspect observed, the categories will be determined, namely not good (1-1.5), less (1.6 – 2.5), good (2.6 – 3.5), and very good (3.6 – 4).

Student activity data during the learning process were analyzed quantitatively descriptively using the following formula:

$$P = \frac{\sum A}{\sum N} \times 100\%$$

Information:

P = percentage of student activity

$\sum A$ = the number of times each activity appears

$\sum N$ = total activity frequency

Based on the test results data in each cycle, then it was analyzed descriptively qualitatively by knowing individual and classical completeness. Individual mastery is calculated by the formula:

$P_{\text{individual}} = (\text{Number of indicators achieved}) / (\text{Number of all indicators}) \times 100\%$

$P_{\text{classic}} = (\text{number of students who completed}) / (\text{total number of students}) \times 100\%$

Classical learning is complete if the average completeness reaches > 85% of individuals complete.

Observations of character behavior are assessed by giving a mark (√) in the assessment column (A = very good, B = satisfactory, C = indicates progress, and D = requires improvement). Analysis of character behavior data was carried out using qualitative descriptive by converting letter values into numbers (A=4, B=3, C=2, and D=1). The scoring results of the two observers were determined by category, namely requiring improvement/not good (1 – 1.5), showing progress/fairly good (1.6 – 2.5), satisfactory/ good (2.6 – 3.5), and very good (3.6 – 4).

To analyze the constraints or obstacles during the implementation of the developed device, an analysis with qualitative descriptive analysis was carried out by collecting, discussing, and evaluating the suggestions given by the observer on the implementation of the learning that had been carried out.

3. Results And Discussion

The results of observing the implementation of RPP by observers using Instrument 1 for two cycles are shown in Figure 1

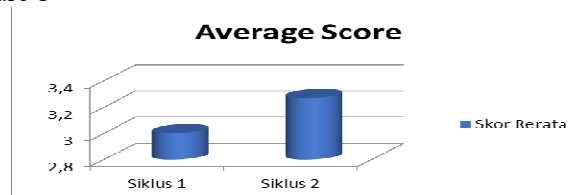


Figure 1 comparison of RPP implementation



Based on the data in Figure 1, it can be seen that in both cycles the standard set has been achieved, and has increased from 3.00 in the first cycle to 3.27 in the second cycle.

The increase was due to the teacher's openness in accepting suggestions and criticisms by observers. In the second cycle the teacher improves performance by providing motivation, managing time, and minimizing students with irrelevant behavior. This study also proves that the application of the SFE learning model provides an increase in the quality of learning and makes it easier for teachers to develop learning.

Table 1 Inter-Cycle Student Activities

No.	Student Activities	% Cycle 1	% Cycle 2
1	Listen to the teacher's explanation	19.15	11.11
2	Working in groups	19.15	28.89
3	Ask the teacher/student	17.02	20.00
4	Communicating ideas/ideas (classical or individual)	19.15	20.00
5	Summing up the material	10.64	11.11
6	Irrelevant behavior	14.89	8.89
	Amount	100.00	100.00
	Activity (%)	85.25	92.22

In the aspect of student activity, it is known that student activities in both cycles show student-centered activities. This result is also in accordance with Rachmad Widodo (2009) learning model Student Facilitator and explaining is a learning model in which students/students learn to present ideas/opinions to other fellow students. Through these activities students become more active in learning in class.

Table 2 Results of Observation of Scientific Behavior

	Scientific Attitude					Amount	Score
	Honest	Discipline	Responsibility	Care	Cooperation		
	1	2	3	4	5		
Cycle 1	3.23	3.45	3.13	3.45	3.16	16.13	3.41
Cycle 2	3.29	3.61	3.48	3.58	3.48	17.16	3.62

The results of observations on scientific behavior show that through the SFE learning model, students' scientific behavior increases. These results are also in accordance with student learning outcomes (cognitive).

Table 3 Student Learning Outcomes

Observational aspect	Cycle 1	Cycle 2
Average	74.00	78.67
Lowest Value	40.00	40.00
The highest score	100.00	100.00
Completeness	71.88	90.63

In the second cycle, the complete learning outcomes have been achieved. These results are in accordance with the research results of Yeni Saraswati (2009), Wuri Agustina (2008), and Anisah Prafitalia (2010) which state that through the application of the SFE learning model, student learning outcomes are achieved. Through the application of the SFE learning model, students are actively involved in learning. Students act as teachers for other students, they receive and give each other. In addition, through learning the SFE learning model students can also practice making questions and practicing to answer them. These results also indicate that the application of the SFE learning model is in accordance with Vygotsky's learning theory. In relation to learning, Vygotsky put forward four learning principles as quoted by (Slavin in Hamalik, 2013), namely: 1) Social learning (social learning). Vygotsky stated that students learn through interaction with adults or more capable friends; 2) ZPD (zone of proximal development). That students will be able to learn concepts well if they are in ZPD. 3) Cognitive Apprenticeship. A process that makes students gradually acquire intellectual



skills through interaction with more skilled people, adults, or smarter friends; 4) Mediated learning (mediated learning). Vygostky emphasized on scaffolding. Students are given complex, difficult, and realistic problems, and then given sufficient assistance in solving student problems.

Through the SFE learning model, students are also able to find concepts independently. The principle of finding concepts independently is at the core of Bruner's learning theory. With his theory called free discovery learning, he said that the learning process will run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule, or understanding through examples he encounters in his life. The learning outcomes are also in accordance with the student response questionnaire which states that the application of the SFE model is very attractive to students and is able to provide convenience for students in answering learning outcomes tests.

Based on the results of reflection with observers, several research findings can be stated which are obstacles to the application of the SFE learning model. The findings are contained in Table 1 below.

No.	Constraint	Solution
1.	There are some students who are passive in learning	Teachers provide integrative motivation
2.	There are some active students	The teacher divides the group heterogeneously
3.	Completeness in the first cycle has not been achieved yet	Teachers improve performance and emphasize learning objectives so that learning is more focused
4.	Teacher preparation in learning is still lacking	Teachers prepare learning assisted by observers/partners

Based on these data, it can be seen that in general the obstacles in research are technical problems, and can still be overcome by researchers and observers. Based on the research data and discussion, it can be concluded that the proposed hypothesis, namely if the Student Facilitator and explaining (SFE) learning model is applied, will be able to improve student learning outcomes on internet access material in class XI IPS 1 SMA Negeri 1 Puri is declared acceptable.

4. Conclusions

Based on the results and discussion, it can be concluded that learning using the Student Facilitator and explaining (SFE) learning model can improve the learning outcomes of class XI IPS 1 students at SMA Negeri 1 Puri. This is based on several indicators, including the implementation of the RPP in a good category with an average score of 3.0 in the first cycle and 3.27 in the second cycle. Student activity reached 85.26% in the first cycle and increased to 92.22%. In the aspect of scientific behavior, both cycles show that they are in the good category. Mastery learning outcomes also showed an increase, from 71.88% in the first cycle to 90.63% in the second cycle. Based on the results of research and discussion, it can be suggested that innovative learning needs to always be applied so that learning can take place in Student center learning, and character behavior can be trained.

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