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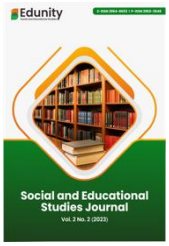

APPLICATION OF STUDENT FACILITATOR AND EXPLAINING LEARNING MODEL TO INCREASE STUDENT ACTIVENESS AND LEARNING OUTCOMES

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ABSTRACT

Education is the process of changing the attitudes and behaviors of an individual or a group of people to mature humans through teaching and training. Education can be realized through formal teaching in schools by teachers or at home by parents. In school, students are trained to express their opinions more confidently, take responsibility, and learn to develop their potential. The Pancasila and Citizenship Education at SMK Negeri 2 Kediri is one of the subjects that requires students to be active and brave in expressing their opinions. However, in reality, many students are passive in learning. Moreover, in terms of student learning outcomes, many students' achievements fall below the minimum passing criteria. Therefore, this research applies the Student Facilitator and Explaining (SFAE) learning model to improve student engagement and learning outcomes. The stages of the SFAE learning model include 1) teaching, 2) teams, 3) student creative, 4) student explaining, 5) whole class consisting of 23 units. This research is action research using two cycles. The results show an improvement in student engagement and learning outcomes after implementing the learning model. In terms of student engagement, the results of the first cycle show a percentage of 65.89; then, it increased in the second cycle to 83.75. As for learning outcomes, the first cycle shows an average score of 64.29; it then increased in the second cycle to 85.71. This improvement indicates that the implementation of the Student Facilitator and Explanation learning model can enhance student engagement and learning outcomes.

Keywords: Student Facilitator and Explaining; Student Activeness; Learning Outcomes

Introduction

Education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. Education can also be interpreted as the process, ways, and actions of educating (KBBI fifth edition) (Shaban, 2019). Sujana (2019) Expresses the opinion that education is an effort to help the souls of students, both born and mental, from their nature toward a better human civilization. Changes in nature and attitude can be seen from examples of caring for each other, respecting elders and loving the young, dressing modestly and neatly, not noisy so as not to disturb others, these examples are educational processes to humanize humans. (Sugiarto, 2016) Education can be realized through formal teaching at school by teachers

or at home by parents. In school, students are trained to be more courageous in expressing opinions, dare to be responsible, and learn to develop the potential that exists in them. (Suprayitno &; Wahyudi, 2020)

Learning Pancasila and Civic Education at SMK Negeri 2 Kediri, located on Jalan Veteran No. 5 Kediri City, is one of the subjects that requires students to be active and dare to express opinions. But in fact, only 12 students in class XI Multimedia 1 with a total of 35 students have scores with high categories in activeness scores. As for learning outcomes, an average score of 65 was obtained. This result is still relatively low from KKM 65. The results of the scores were obtained in the 2021/2022 school year on the material The Importance of Nusantara Insights. According to students, this is because in PPKn lessons there is a lot of material that must be memorized and understood, as well as monotonous and boring teaching and learning methods.

Another factor that influences less active students and low learning outcomes is because students are more focused on the vocational material they choose and pursue (Akbar, 2019). Because Vocational High School (SMK) is one form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP / MTs or other equivalent or advanced forms of learning outcomes that are recognized as the same / equivalent to SMP / MTs (Law Number 20 of 2013, Article 18 paragraph 3). Vocational education is secondary education that prepares students, especially to work in certain fields (Law Number 20 of 2013, Explanation of Article 15). So that students are less interested and less stimulated to actively learn PPKn material and more interested in vocational material. (Zahrok, 2020)

In addition, learning carried out online or PJJ (Distance Learning) in the 2021/2022 school year, resulted in limited time for teachers to provide detailed and thorough material. It is known that since 2020 the Covid-19 virus has spread which has disrupted all sectors, both economic and education. Efforts to prevent the spread of the virus in the field of education in the form of the implementation of Distance Learning or online learning. Distance learning certainly has its own obstacles and challenges, one of which is electronic tools to communicate between teachers and students (where not all students have adequate communication tools), this causes a lot of wasted time. Another obstacle that often arises is networking, because many students live in remote areas, other things teachers cannot interact, supervise, and give examples directly to students. So that over time learning PPKn is only a formality (Hayani, 2022).

The cause of inactive students and low learning outcomes is that the learning models and methods applied by teachers are less varied. As explained above, that the models and methods used by teachers so far are conventional learning models using the lecture method (Soviana et al., 2023). The learning model is a framework that provides a systematic picture to carry out learning in order to help students learn to achieve the

learning goals to be achieved. Therefore, the learning model must also adjust to the learning objectives (Wibowo, 2020). Various efforts and learning strategies are carried out by teachers to improve student activeness and learning outcomes, including using interactive learning models and discussion groups. But this cannot change the condition significantly. Students tend to prefer listening to lectures and looking at power points, thus causing the condition to become passive. Therefore, teachers need other strategies to achieve learning objectives, where the purpose of PPKn is to shape the character and morals of the younger generation in community life that is good moral and characterful in accordance with the 1945 Constitution and Pancasila. So to attract students' attention in learning and to improve the condition of students who are passive to be more active, teachers want to combine the student facilitator and explaining learning model with learning media in the form of Dream wheel games (Darmadi, 2020).

The student facilitator and explaining learning model is one model that provides opportunities for students to present students' ideas or opinions to other students (Harefa, 2021). The SFAE learning model is expected to foster learning motivation, courage to express opinions and enthusiasm for student learning. Teaching and learning activities combined with learning media in the form of dream wheels, so as to reduce boredom. In addition, the game is supported by question cards, these cards contain questions or problems that must be answered or solved by each student or group, where each student or group will get different questions. Based on the background that has been described, the researcher will conduct research on "The Effect of the Student Facilitator and Explaining Learning Model with Dream Wheel Media to Increase the Activeness and Learning Outcomes of Class XI Multimedia 1 SMKN 2 Kediri Students".

Research Method

Research on the application of the student facilitator and explaining learning model with the dream wheel media to increase the activeness and learning outcomes of grade XI students at SMKN 2 Kediri is a Classroom Action Research (PTK) with a qualitative approach. This study used a research design that focuses on classroom activities that aim to improve student activeness and learning outcomes. The instruments used in the study were tests, observation sheets, and student worksheets. The research was conducted at SMKN 2 Kediri in class XI Multimedia 1 with a total of 35 students, consisting of 17 male students and 18 female students. The research subjects were selected by purposive sampling, where the determination of samples based on the objectives and research problems. Purposive sampling criteria, namely 1) the problem studied is a problem experienced directly by the teacher; 2) to improve the circumstances or situations in which the research was conducted; 3) to improve the quality, content, input and teaching and learning process in the classroom.

The research plan is carried out in accordance with the Hopkins model research design which begins with preliminary actions then continues planning, action, observation, and

reflection. The research plan was carried out as many as 2 cycles. If the evaluation results in cycle I are still incomplete or do not meet the requirements, improvements will be made in cycle II. The stages of research are as follows: 1) Introduction, to make observations and determine the research schedule. 2) Implementation of the cycle, in the implementation of the cycle there are stages, namely planning, action, observation, and reflection. Data collection techniques carried out by researchers are observation to determine the level of student activity, and test techniques to determine student learning outcomes. The value of completeness in learning outcomes is:

Table 1. The Value of Completeness of Learning Outcomes

Value	Information
≥ 65	Complete
< 64	Unfinished

The data analyzed are the results of observations of teacher and student activities, evaluation or reflection results, and student post test results. Data on the results of student evaluation or reflection and the results of observations of student activities are analyzed with numbers. To analyze the completeness of student learning classically and student activities used the formula:

Completeness analysis of learning outcomes

Final score = the sum of all scores answered the question correctly.

Student Activity Analysis

$$Pa = \frac{A}{N} \times 100\%$$

Information:

Pa = Percentage of student activity

A = number of values reached

N = sum of full marks

To assist in categorizing the results of student activity analysis, a table of student activity criteria is used as a guide for data analysis as in table 2.

Table 2. Percentage of Student Activity

Percentage of Student Activity	Criterion
86% ≤ Pa ≤ 100%	Very Active
68% ≤ Pa ≤ 85%	Active
51% ≤ Pa ≤ 67%	Less Active
Pa < 50%	Very Less Active

(Slameto, 1999)

Table 3. Student Activity Criteria

No	Student Name	Assessment Aspect	Number of Scores

	1	2	3	4

Information:
Communicate
Listen
Argued
Contribute

Table 4. Student Activeness Category Score

Very Good	4
Good	3
Enough	2
Less	1
Very Lacking	0

Result and Discussion

The described research results consist of preaction, cycle I and cycle II. The stages of each cycle consist of planning, action, observation, and reflection. As for the results of cycle I, namely:

Preaction

Pre-action is carried out with the aim of obtaining initial data which will later be used as a comparison to the results of the action. The data obtained at the pre-action stage were obtained from observations and daily test values in the previous material, namely the Importance of Nusantara Insights. The observations made include the learning process, the application of learning approaches and student PPKn learning outcomes. The following is data on the value of student activeness and learning outcomes in pre-action.

Table 5. Average Percentage of Student Activeness Scores

No	Assessment Aspect	Average Score	Qualification
1.	Communicate	63,57%	C
2.	Listen	72,14%	B
3.	Argued	45%	D
4.	Contribute	69,29%	B

Table 6. Average Learning Outcomes Scores

No	Class	Value	Sum	Criterion	Average
1	X MM 1	≥ 65	17	Complete	65
2		≤ 64	18	Unfinished	
	Sum		35		

Based on these data, it can be concluded that student activeness and learning outcomes before the Student Facilitator and Explaining learning model is still low. Therefore, to improve student activeness and learning outcomes, there will be improved actions using the Student Facilitator and Explaining learning model on the Harmonization of Human Rights and Obligations material.

Cycle I Student Activeness

Reflection activities are carried out after the learning process ends. The reflection was attended by observers. Group activities are here to assess student activity from group activities carried out by observers. From the observations, it can be seen that group discussion activities, such as the ability to communicate, listen, argue, and contribute are as follows:

Table 7. Average Percentage of Student Activeness Score in Cycle I

No	Assessment Aspect	Average Score	Qualification
1.	Communicate	63,57%	C
2.	Listen	78,57%	B
3.	Argued	55,71%	C
4.	Contribute	65,71%	C

Learning Outcomes

The description of student learning outcomes after participating in learning in cycle I can be seen in the following table.

Table 8. Average Learning Outcomes of Cycle I Students

No	Class	Value	Sum	Criterion	Average
1	XI MM 1	≥ 65	17	Complete	64,29
2		≤ 64	18	Unfinished	
	Sum		35		

Based on the learning outcomes table, it is known that out of 35 students there are 17 students who have reached completion, while the other 18 students have not achieved learning completion. The average score still reached 64.29. Thus, the author argues that further action must be taken, namely action in cycle II so that student learning outcomes can be even better.

Cycle II

Cycle II is an improvement action from cycle I. In cycle II, the treatment of learning models is still the same as cycle I, namely the student facilitator and explaining learning model. The results of cycle II are as follows.

Student Liveliness. The results of observations of student activeness can be seen in the following table.

Table 9. Average Student Activeness Score Cycle II

No	Assessment Aspect	Average Score	Qualification
1	Omnicate	86,43	A
2	Listen	89,29	A
3	Argued	71,43	B
4	Contribute	87,86	A

Based on data from the table, there was an increase in group activity or student activity. In the first cycle, the average percentage of student activeness in the aspect of communicating was 63.57; listening 78.57; argued 55.71; and contributed 65.71. In cycle II the percentage of the average score of student activeness increased to communicate by 86.43; listening 89.29; argued 71.43; and contributed 87.86.

Learning Outcomes

The achievement of learning outcomes can be seen in the following table.

Table 10. Cycle II Student Learning Outcomes

No	Class	Value	Sum	Criterion	Average
1	XI MM 1	≥ 65	35	Complete	85,71
2		≤ 64	-	Unfinished	
Sum			35		

Based on the learning outcomes table, it shows that the average result of student learning outcomes is 85.71 and all students have reached completion. After reflection in cycle I, and action again in cycle II, there was an increase in learning outcomes in cycle II. In the first cycle, the average score of student learning outcomes was 64.29 with 17 students having completed the KKM and 18 incomplete. Increased in cycle II with an average learning outcome value of 85.71.

DISCUSSION

Based on the pre-action results, the average value of student activeness percentage was 62.5% and the average value of student learning outcomes reached 65. These results illustrate that student learning outcomes are still low. Therefore, there needs to be corrective actions that must be taken to increase activeness and learning outcomes. The action chosen by the researcher is to apply the student facilitator and explaining learning model, because the learning model guides students to be active in expressing opinions both during group discussions and during presentations in front of the class. This activity is expected to increase students' memory, understanding and knowledge so that it will affect student learning outcomes.

In research consists of two cycles, the stages of each cycle include planning, action, observation and reflection. In cycle II the stages carried out are improvements from cycle I. The results obtained are in the form of student activeness scores and learning outcomes values as well as non-test data in the form of observational results. (Ultimate, 2020) The percentage of the average score of student activity in cycle II showed an increase when compared to cycle I, which was 65.89% to 83.75%. Meanwhile, the average score of student learning outcomes also increased by 64.29 to 85.71.

The implementation of cycle II actions is a follow-up to cycle I. In cycle I it was found that factors caused the lack of achievement of success indicators including there are still many students who are passive both when group discussions and when the teacher explains the material, students are still afraid and shy and lack confidence in asking questions and expressing opinions, there are still many students who chat with other friends so that it causes noise. The action in cycle II still uses the student facilitator and explaining learning model, but it is more effective than in cycle I because the teacher provides more intensive guidance to each group, and the teacher motivates students in the form of additional grades or points if students are more active in learning. This is in line with the opinion of Vienna Sanjaya (2015), which conveys that giving awards can motivate groups to excel and motivate other groups to improve their achievements. Increased student activeness and learning outcomes in cycle II due to improvement efforts. This can be seen in the following table.

Table 11. Comparison of the Percentage of Average Scores of Student Activity

No	Assessment Aspect	Percentage			Increased
		Preaction	Cycle I	Cycle II	
1	Omnicate	63,57	63,57	86,43	22,86
2	Listen	72,14	78,57	89,29	10,72
3	Argued	45	55,71	71,43	15,72
4	Contribute	69,29	65,71	87,86	22,15
	Sum	250	263,56	335,01	71,45
	Average	62,5	65,89	83,75	17,8625
	Qualification	C	C	B	

Table 12. Comparison of Average Scores of Student Learning Outcomes

	Preaction	Cycle I	Cycle II
Top marks	80	80	95
Lowest score	40	50	75
Average rating	65	64,29	85,71

If the values of activeness and learning outcomes in pre-action, cycle I, and cycle II are presented with diagrams, then the results are as follows.

Figure 1 Student Creativity Comparison Diagram

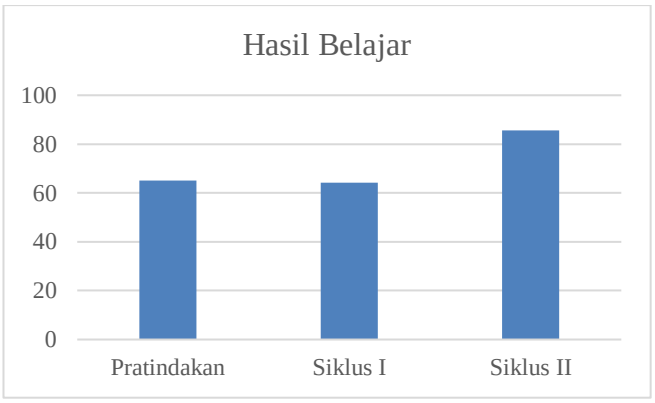

Figure 2 Learning Outcomes Comparison Diagram

Based on the diagram above, the percentage of the average score of student activity has increased. Meanwhile, the average value of student learning outcomes from pre-action to cycle I has decreased, therefore corrective actions have been taken in cycle II so that it has increased. Analysis of the value of activeness and learning outcomes, can be seen on the attachment sheet. Most students' activeness and learning outcomes improved from pre-action, cycle I and cycle II. The increase illustrates that the application of the student facilitator and explaining learning model with the dream wheel media can increase the activeness and learning outcomes of grade XI students of SMKN 2 Kediri.

The research that has been carried out is in line with previous research entitled Increasing Activeness and Learning Outcomes through the Student Facilitator and Explaining Learning Model with Video Scribe Media for Class X Students of TKJ A SMKN 8 Malang in 2019 by Mamik Rahayu. The results of the study showed an increase in learning activity reaching an average value of 73.7 in cycle I and an average value of 81.5 in cycle II. While in learning outcomes, the average value of learning outcomes was 69.5 in cycle I then increased to 86 in cycle II (Rahayu, 2019).

Conclusion

Based on the results of research on the application of the student facilitator and explaining learning model to grade XI Multimedia 1 students, it can be concluded that the use of the student facilitator and explaining learning model can improve the quality of student learning. Improving the quality of learning in the form of increased activities and learning outcomes shown as follows: Increased student activeness, increased student activeness can be shown in group discussion activities that include aspects of communicating, listening, arguing, and contributing. From the study, the results were obtained in the aspect of communicating there was an increase of 22.86%, listening increased by 10.72%, arguing increased by 15.72%, and contributed an increase of 22.15%. Overall, the average percentage increase was 17.86%. The qualification increases from C (sufficient) to B (good). Improved learning outcomes, student learning outcomes also experienced a significant improvement. In cycle I, the average value of student learning outcomes was 64.29, then increased in cycle II to 85.71 or increased by 21.42%. Thus, it can be concluded that there has been an increase in activeness and learning outcomes in the application of the student facilitator and explaining learning model with the dream wheel media containing question cards.

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