

Implementation of Learning Model of Round Robin and Quiz-Quiz Trade on the Subject of Entrepreneurship Training to Improve Self Efficacy and Student Learning Outcomes (Study on Students Class X AP 1 SMK PGRI Sooko Mojokerto)

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Abstract

This study aims to examine the use of learning model of Round Robin with Quiz-quiz Trade as an effort to improve student learning outcomes in entrepreneurship subjects of student's class X AP 1 SMK PGRI Sooko Mojokerto This research was conducted in 2 cycles, each cycle consisting of four stages: planning, implementation, observation and reflection. The results showed that there was an increase in the implementation of learning model of round robin and quiz-quiz trade, self-efficacy, and student learning outcomes. It is known that in the first cycle the implementation of learning model of round robin and quiz-quiz trade was an average of 70.83% with the good category and it has increased in cycle 2 with an average of 90.29% with the excellent category. While for the average total self-efficacy obtained in the 1st cycle with the average percentage of 72% with the good category and increased in cycle 2 with an average of 94% with the excellent category. the student learning outcomes also increased in the first cycle percentage of student learning outcomes reached 70.83% with students who complete learning of 14 students while the second cycle reached 90.27% with the category Very Good where students who complete learning as much as 36 students or the whole from the number of students in attendance has been completed the learning so that an increased in the percentage of learning outcomes about 19.44%.

Keywords: Round Robin, Quiz-quiz Trade, Self-Efficacy, Improvement Learning Outcomes, cooperative learning.

Development in the classroom is generally determined by the role of teachers and students as those directly involved in the process. At this time teacher teaching activities tend to be monotonous. Teachers still use teacher-centered learning methods, the use of classroom methods is more dominated by conventional methods, most of which are lectures, and the students' activities are more quietly listening to teacher explanations, taking notes, and doing tasks assigned by teachers so that make students do not act, do not have the confidence of giving opinions and learning conditions become boring.

The classroom situation in this teaching process is passive and causes the students' attention become unfocused on the learning activities in the classroom, and because the entrepreneurial learning materials are more embodied in the form of discourse and a lot of memorization, resulting in less interested students with entrepreneurial learning, students who get a less satisfactory score. This attitude has a negative impact on the low self-efficacy and student learning outcomes. The meaning of self-efficacy itself is a person's judgment to their ability in activities related to finishing the task to achieve a goal.

Learning atmosphere and quality of teaching is also one of the factors that affect student self-efficacy. A pleasant atmosphere can improve the optimal self-efficacy of students and the belief that in each individual has the ability to control their thoughts, feelings, and behavior.

In general, the problems experienced by students during the learning process took place were (1) the teacher delivered the material in a monotonous way because the material is too long and many, the students complained a lot because diction too quickly and make tired. It made students didn't take notes so students do not have notes to learn. (2) the majority of students tend to be passive and less confident in completing the task so that the learning atmosphere seems boring and less fun, (3) teachers have never implemented learning model of Round Robin and Quiz-Quiz Trade in class X AP 1, (4) the teaching method used by the teacher so far is lecturing and assignment, not yet make self-confidence on students in completing the task given by the teacher, (5) at the time of the exam when the teacher explains the material and conducts questioning, the involvement of learners is low. If there is a question from the teacher only some students are actively answering, while the other students just silent and when the teacher gives the opportunity to ask the students rarely have questions from students. As a result, the obtained score is also less than the maximum. Based on the results of the Middle Odd Exam score there are 18 from 36 students who have not completed the Minimum Completion Criteria (KKM = 7.50). This problem can be reduced by teaching sharing skills, for example by using cooperative learning. Cooperative learning is the use of learning with small groups so that students can work together to maximize their own learning and others (Slavin, 2011). The technique of Round Robin and Quiz-Quiz Trade are also a type of

cooperative learning.

The Round Robin technique, where the teacher asks a question and introduces an idea that has many possible answers. During the Round Robin questioning the first student is asked to provide an answer, then proceed to the next student. This goes on until all students get a chance to contribute. Quiz-quiz trade is cooperative learning that doing by two people, they exchange quizzes after they successfully answer and explain each quiz they hold (Kagan, 2009). In this technique, each student holds a card containing information (can be pictures, questions, problem, etc.).

This study aims to (1) describe the implementation of learning model of Round Robin with Quiz-quiz Trade on the students class X AP 1 SMK PGRI Sooko Mojokerto on the subject of Entrepreneurship training, (2) Describe the self-efficacy of the students class X AP 1 SMK PGRI Sooko Mojokerto on the subjects of Entrepreneurship training before and after the implementation of learning model of Round Robin with Quiz-quiz Trade, (3) Determining the improvement of students learning outcomes students class X AP 1 SMK PGRI Sooko Mojokerto on the subjects of Entrepreneurship training before and after the implementation of collaborative learning model of Round Robin with Quiz-quiz Trade.

METHOD

This research is a qualitative research where the type is Classroom Action Research. This research is conducted in the action cycle consisting of four (4) stages namely; preparing the action plan and known by the plan, the implementation of action, observe and reflection. (Arikunto, 2006: 16). This research was conducted in 2 cycles, where each cycle was once a 4-hour lesson.

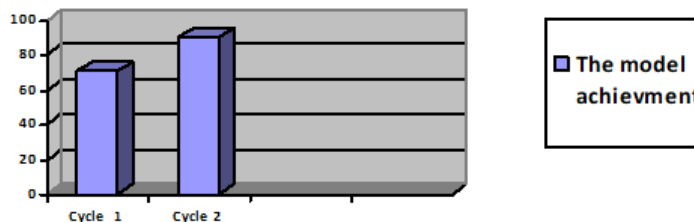
Surveillance or observations in cycles 1 and 2 are carried out during the learning activities or the implementation of the action takes place. In this research, the researcher is assisted by two observers. Observers make observations based on observation instruments that have been prepared (used 1 meeting each cycle), including the teacher's precise observation sheet in applying the lesson implementation plan and the field note format.

1. This research describes the learning model of Round Robin with Quiz-quiz Trade on Entrepreneurship subjects. Learning outcomes were analyzed by comparing the mean scores before the adoption of the Round Robin model with the Trade Quizzes, with the mean scores after the application of the learning model of Round Robin with the Trade Quiz-Quiz in cycle I and the average value in cycle II. In this classroom action research, the researcher plans and creates a learning implementation plan. Furthermore, the researcher along with the teacher carries out analysis and reflection. In this CAR teachers take action using the model of learning Round Robin with Quiz-quiz Trade which consists of two cycles with 2 meetings. This research was conducted at SMK PGRI Sooko Mojokerto, with the research subject students of class X AP 1 which amounted 36 students who all female students. This research consists of four stages, among others: (1) Planning Stage was an action planning done by the researcher at this early stage that is interview and observation process done to the teacher of the study program and student, arrange lesson plan by using Learning Mode of Round Robin Co-operative with Quiz- Quiz Trade, preparation of the tools and materials needed to make Round Robin with Quiz-Quiz Trade, preparation of research instruments consisting of pre-test and post-test questions, observation sheets and field notes format, the researchers formed 9 groups with the number of each group of 5- 6 students are heterogeneous (2) Implementation stage consists of: Teacher gives an explanation about subject and model of learning Round Robin with Quiz-Quiz Trade, held pre-test to know the student's initial ability about material that will be discussed, teacher divide student become 9 group. Each group consists of 5-6 students in a heterogeneous manner, the teacher gives the paper containing the questions to each group, the students who get the paper do a question and answer with their friends and done in turns with other friends in one group, students who answer questions will get comments from friends who ask, and so on simultaneously in one group, teachers straighten the results of the discussion and invite students to reflect on the model of learning and materials that have been studied together, the teacher provides post-test to students (3) Observation Stage: The observation data is used to find out the advantages and weaknesses of the implementation of the action that has been done by the researcher when the learning process using learning Model of Round Robin Cooperative with Quiz-Quiz Trade. The result of data observation that conducted by observers are recorded in the observation sheet and field notes (4) Reflection Stage Based on data obtained from Cycle I then data is processed or analyzed. Further findings are obtained in the form of learners' behaviour related to the action given. Researchers and observers conclude the results of Cycle I as a material to consider whether one cycle has reached the criteria or not. The results of this data analysis are used as a reference for the next cycle planning.

RESULT AND DISCUSSION

The results of teacher success analysis in implementing learning model of round robin and quiz-quiz trade have increased. Can be seen in the diagram below:

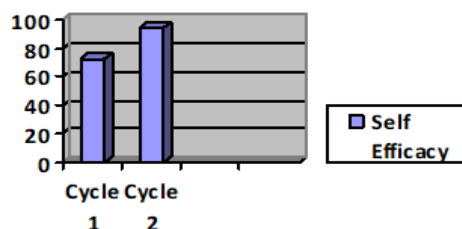
Figure 1. The Achievement of Learning Model



from the average total obtained between cycle 1 with an average of 70.83% with the good category, and it has an increase in cycle 2 with an average of 90.29% with the excellent category

Self-Efficacy students also have increased the success of the implementation from cycle I to cycle II. Shown in the diagram below:

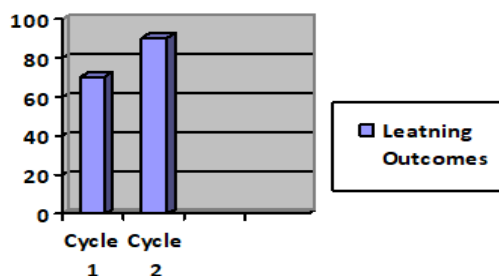
Figure 2 Students' Self Efficacy



From the diagram above can be seen the average total obtained between the cycle 1 with the average percentage of 72% good category and increased in cycle 2 with an average of 94% excellent category. It can be concluded that self-efficacy of students overall has increased.

Learning outcomes in the implementation of the learning model of Round Robin with Quiz-Quiz Trade goes well. This can be seen from the graph below:

Figure 3 Students Learning Outcomes



In the first cycle the percentage of student learning outcomes reached 70.83% with students who complete 14 students while on the second cycle reached 90.27% with the category Very Good, where students who complete 36 students or the total number of students in attendance has been completed learning, resulting in an increasing percentage of learning outcomes about 19.44%.

In the implementation of learning model of Round Robin with Quiz-Quiz Trade that the learning process runs well, and teacher activity is included in very good category, because of the coordination with the two observers, and in the implementation of learning model of Round Robin with Quiz-Quiz Trade, the researcher uses the guideline lesson plan that has been prepared and designed appropriately with the steps of learning process model of Round Robin with Quiz-Quiz Trade.

Learning process of learning model of Round Robin with Quiz-Quiz Trade in cycle II also run well, student activity in learning process increase with very good qualification, because in cycle II this researcher makes improvements based on observation result from both observers, and also from reflection results in cycle I. This means that the implementation of learning model of collaborative Round Robin with Quiz-Quiz Trade can increase student activity in the learning process. Another research result conducted by Koponen (2017) stated that cognitive dynamics lead to the formation of dynamic learning outcomes, seen as a strong preference for

certain explanatory schemes. However, the effect of social learning may account for half of personal success in adopting higher-level schemes and higher proficiency. This model also predicts a high level of student understanding of learning outcomes. Can conclude that the model of learning affects the level of student understanding.

From the results of this research also explains that the learning model of round-robin and quiz-quiz trade can improve student self-efficacy. This is supported by research results from Zander et al. (2018) Students with higher academic self-efficacy consider themselves as academic sources for others, which in turn enhance the academic integration reported by colleagues. The academic self-efficacy is related to the growth mindset and associated with actual integration within the academic support network. Another result of the research was proposed by Kirik and Markic (2012) self-efficacy is a complex activity in which self-perceived effectiveness can be the reason for action, but also the results and effects of measured progress. Individuals often initiate actions to produce results that will result in self-regulating (self-assessment, self-improvement) processes. Self-regulated learning activities are cyclical and moderate based on feedback on performance and forward feeds (anticipating performance). While based on research results Criu (2014) Self-efficacy has had three dimensions: level, strength, and general. First, people may be different in facing the difficult task they are capable of doing (level). Secondly, individuals may differ in their beliefs in achieving a certain level of performance (power). Finally, the belief in relation to one activity can be generalized to similar activities within the same activity domain or in various activities (announcements). Can conclude that the learning model has an effect on student self-efficacy.

The problems faced by researchers during the process of implementing the learning model of Round Robin with Quiz-Quiz Trade, among others: (1) Students still found out difficulty to adjust to the new learning model, the solution to solve the problem is the researchers need to explain this model on each meeting, (2) It takes a long time to form a group because the students are still confused with each group task, and it is difficult to work on the discussion questionnaire, the solution to solve the problems encountered is to assist the students in the seating arrangements in the group and explain each part tasks and give direction and description to the students to answer the problems that are in discussion questions. (3) Lack of class management, so that the students' discipline during the teaching and learning process tends to be very less. The solution to solve the problem is that the researcher should be able to control the situation in the classroom when the learning activity is done by attracting students with the questions related to the material.

CONCLUSION

Implementation of the learning Model of Cooperative Round Robin with Quiz-Quiz Trade can make students active because it builds a learning atmosphere that was firstly centered on the teacher to be Student-Centered, creative, able to work well together and help other groups to understand the material. Learning Model Cooperative Round Robin with Quiz-Quiz Trade can improve student learning outcomes, able to improve students' self-efficacy in the classroom, and able to increase teacher's action activity in teaching.

RECOMMENDATION

Based on the above conclusions, the suggestion can be given in implementing the Cooperative Learning Model of Round Robin with Quiz-Quiz Trade teachers must prepare carefully, so in the implementation of the teacher can optimize the learning process. Teachers should often provide an approach to students to be easier in observing student activities as well as providing convenience to students who have difficulty in understanding learning materials.

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