

# Improving the Students' Activity and Learning Outcomes on Social Sciences Subject Using Round Table and Rally Coach of Cooperative Learning Model

Ningsih Budi Eko Soetjipto Sumarmi

Study Program of Basic Education, Graduate Program, Universitas Negeri Malang, Indonesia

## Abstract

The purpose of this study to (1) analyze the increasing students' learning activity and learning outcomes. Student activities which were observed include the visual, verbal, listening, writing and mental visual activity, (2) to analyze the improvement of student learning outcomes using *Round Table* and *Rally Coach* model of Cooperative learning, a test was conducted at the end of each learning cycle. The research method employed is Classroom Action Research (CAR) involving 2 cycles. The implemented learning model is *Round Table* and *Rally Coach model of cooperative learning on the eighth-grade students of C Class of SMP Negeri 2 Sungai Raya Bengkayang West Kalimantan*. The data used were obtained from observation, test result, interview, questionnaire, and documentation. The result of the analysis shows that the implementation of *Round Table* and *Rally Coach* model of Cooperative learning can improve students' activity and learning outcomes and it has good criteria in the first cycle and very good in the second cycle. Besides, it was found out that students show good responses of learning using *Round Table* and *Rally Coach* model of Cooperative learning.

**Keywords:** Activity, Learning Outcomes, *Round Table* and *Rally Coach* of Cooperative learning

## 1. Introduction

Meaningful learning activities is able to bring students into the world of learning. It is characterized by fun learning activities that engage students wholly in learning activities. To bring a fun learning activities, teachers are required to be more creative so that learners would become personally skilled, qualified, and wise in viewing events around him because education and knowledge is the weapon of changes (Al-Haroub, 2016). A fun learning process will be created by using a learning model that makes the students as the center of learning (student centered active learning), giving maximum opportunity for students to explore their ability (Kusumaningtyas, 2015). The learning experience is made more meaningful when that experience can be useful during learner's lifetime (Syaichudin, 2016) and students are actively involved in the learning process (Susanto, 2012; Maulidiyahwanti, 2016). Teachers have a very high role in growing interest in student learning so that students will be active in learning in class (Rotgans, 2010; Naimnule, 2016; Khohar, 2016). Meaningful learning is learning that is able to develop and exploit the capabilities of students, build knowledge, arouse students' creativity and provide a memorable learning experience that gives effect on student learning outcomes (Sunal, 2005). Teachers have a duty to bring effective, fun, creative, dynamic, and meaningful learning, which makes students actively participate in the learning activities.

From the interviews with teachers of some subjects it was found out that problems that they often encountered in teaching social science subject in SMP Negeri 2 Sungai Raya is students' low activity in following the lesson. At the time of learning activities are taking place, teachers often find students who just sit quietly without doing the instruction previously ordered. Learning process is one way direction characterized by teachers give lesson and students receive knowledge. This fact was supported by the results of observations in the learning process of the eight grade students of junior high school of C class when taking Social Science lesson at SMP Negeri 2 Sungai Raya dated July 28, 2016. It was found out that from 30 students, there are only six active students (20%) following the lesson. At the time of learning activities, there are three (10%) of students who did not pay attention to the teacher's explanation, another three (10%) students were busy notetaking on their books on the subject matter contained in textbooks without paying attention to the teacher's explanation, the other three (10%) students were sleepy and one of them was asleep. On the other hand, there were 2 (6.6%) students playing with a pen and a book. At the time of the learning takes place, there are two students sitting in the back talking to a friend next to him. In general, students in the class VIII C were largely passive and less active in learning activities.

Students' lack of active participation in learning activities showed students' low activity which later affects their learning outcomes. Students' low outcome was shown by students' learning outcomes that did not reach KKM (Minimum Requirement Set). This low students' activity and learning outcomes were particularly caused by a teacher-centered learning activities (Susanto, 2012; Indrawati, 2013). Activities to learn is very important in the learning activities (Sarnoko, 2016) because the learning is done based on certain principle (learning by doing). Students are no longer regarded as objects in learning activities but they are regarded as subjects (Riyadi, 2016; Kusuma, 2012). In the learning activity, there are two principles employed; one is a

principle having oriented view of psychology which is dominated by the activities of teachers and the view of modern psychiatry which is dominated by student activity (Sardiman, 2014: 97).

Learning activities is very important in the learning process (Adhani, 2016) because learning is an activity or a process to acquire knowledge, develop skills, improve behavior and attitude and strengthen personality (Suyono, 2014; Siskandar, 2016). In addition to acquiring knowledge, interactions between students, students and teachers need to be designed and build the idea of learning to develop the activity and creativity of students (Prastya, 2016). So to achieve the learning objectives, it was favorably affected by the overall process of learning activities involving teachers and students who are fully active in learning activities. Learning activities are all activities performed by the students in learning activities including activities, oral activities, listening activities, writing activities, drawing activities, the motor activities, mental activities and emotional activities (Sardiman, 2014). Learning activities assessed in this action include visual activity, oral activities, listening activities, writing activities, and mental activity.

Students' learning activities affect students' learning outcomes after learning activities. The learning activities are going well when it obtains maximum learning outcomes so that the learning objectives that have been formulated can be reached (Suharwati, 2016). High learning activity shows a high motivation to learn and it enables students to master the subject matter better (Maulidiyah, 2016), so they can achieve better learning outcomes (Wibowo, 2015). Generally, conventional learning activities are centered on the teacher (teacher center) which makes students passive in learning activities (Wilujeng, 2013; Afoan, 2016). Good learning outcomes is characterized by durable learning and it used the data from the original and authentic knowledge. In Bloom's taxonomy of learning outcomes it can be grouped into three domains, namely cognitive, affective and psychomotor. The results of the cognitive domain of learning aims to measure students' knowledge. Affective domain measures the attitude during and after the study is done, whereas psychomotor skills cover learning achievement.

Sudjana (2004: 22) stated that learning outcomes is the ability possessed by the student after receiving a learning experience that is informed by assessment (Titisari, 2014). The learning result is a change in behavior (Suprijono, 2009: 7) after learning activities (Nurroeni, 2013). Second opinion stated that the result of learning is the ability possessed by the students after making changes in a person's behavior. Learning outcomes can be classified into the effectiveness of learning, teaching and appeal to learning efficiency (Degeng, 2013: 18). Utami (2015) said that the learning outcomes are influenced by factors originating from students and the external factors outside the student. In addition, Purwoko (2016) said the students' characteristics also affect the learning outcomes.

The learning model applied in improving students' activity and learning outcomes in this study is Round Table and Rally Coach model of cooperative learning. Cooperative learning is a learning model that prioritizes cooperation or groups to achieve the goal of learning (Slavin, 2005; Kagan, 2009; Sumarmi, 2012; Madjid, 2015; Fatturochman, 2015; Arra, 2011). Cooperative learning is also a model of learning in small groups where group members help each other in the learning process consisting of two to five people having heterogeneous background (Gur, 2013). Therefore, to create good cooperation between students in learning, each member of the group participates in learning so they can help each other in learning. Cooperative learning can help students improve their social relationships among peers (Ebrahim, 2012)

Cooperative learning can enhance cooperation and responsibility of students, both in class and outside of class (Martha, 2015). Through cooperative learning students have the ability to interact and acquire social skills. Cooperation in small groups on cooperative learning can develop the knowledge and creative thinking on the student (Davoudi and Mahinpo, 2012; Siskandar, 2010), so students have the capability to express their thought, expression, receive advice and input of others (Riyadi, 2016). Fun situation can increase the activity of students, starting from their readiness to start learning activities, seriousness, cooperation and students' courage. Increasing number of students' activity will affect the results of improved student learning. Cooperative learning applied in improving activity and learning outcomes in this study is the Round Table and Coach Rally of cooperative learning model.

Round Table and Rally Coach Cooperative model of learning was introduced by Kagan and Kagan. According to Kagan (2009: 6:34) Round Table is a cooperative learning model in which students provide feedback (ideas) in turn to solve the problem. Each student contributed to the assignment of teachers and then gave feedback (ideas) written in turns in groups. Round Table model of cooperative learning engages students in total as they should be responsible individuals and groups (Malikah et al, 2015: 395). Besides learning model of this Round Table to make every student in the class build their knowledge and contribute to the discussions together. Round Table learning model is very suitable to train students of expression (Lom, 2012) and to make a pleasant learning conditions for students (Ingkasari, 2013: ARRA, 2011).

According to Kagan (2009: 6.24) Round Table model of cooperative learning has a function of establish team building, social skills, communication skills, knowledge building, procedure of learning, processing information, and thinking skills. So through Round Table model of cooperative learning we can improve

students' skills covering the aspect of cognitive, affective and psychomotor. Syntax in Round Table model of cooperative learning begins with students taking turns to respond in writing, solve problems, or convey ideas to the task. The steps of Round Table model of cooperative learning are: (1) The teacher presents tasks that have multiple answers, and take the time to answer, (2) The students write the answers alternately on paper revolve around the clock, and each member gives an idea or answer for the task group. Students must reach a mutual agreement before the answer was written on paper. Social skills is also developed in Round Table learning as this is important to build their ideas, express the idea (encouraging contribution), patience, responsibility, sharing, taking turns, and working together.

Rally Coach model of Cooperative learning is learning which involves a pair or students' partner to help each other in a group with different abilities. In the Rally Coach model of cooperative learning, each partner takes turns to solve problems given by the teacher. The problems that the teacher mention in Rally Coach model of cooperative learning uses written and oral worksheets. Social skills, communication skills, knowledge building, learning procedure, and thinking skills can be developed in a Rally Coach model of cooperative learning

Syntax in the Rally Coach learning model of cooperatif learning is as follows (1) partner A solves the problem, (2) partner B watches and listens, corrects if necessary and leave a comment if partner A's answer is true then partner B gives a compliment, (2) partner B solves the next problem, (2) partner A pays attention and listens, corrects, if needed to respond and if the answer is correct then partner A gives a compliment. The second pair alternately repeats solving the problem of succession (Kagan, 2009: 6:32). Social skills that can be developed in a Rally Coach model of cooperative learning is listening actively, encouraging contribution, following the instructions, giving the reasons), offering assistance / guidance (offering help / coaching), developing patience, complimenting, solving problem, providing clarification, keeping quiet, building responsibility, sharing and staying on task, switching roles, taking turns, establishing tolerance, and working together.

There are some previous researches' results that are considered relevant to this present study one of which was conducted by Masrofiq (2013) entitled increase learning motivation and learning outcomes of Social science subject through the implementation of cooperative learning model of the Round Table and Corousel Feedback (studies on class VIII B SMP Negeri 2 Krucil Probolinggo). From this study, it was found that the application of the Round Table and Corousel Feedback can increase learning motivation and learning outcomes of social science subject of the eight grade students of junior high school of VIII B class at SMP Negeri 2 Krucil Probolinggo. Kusumaningtyas et al (2015: 163) in research said that student achievement using model Round Table is better than learning to use Number Head Together and classical learning. Arra (2011) also said in his research Round Table learning preferred by students than learning Think-Pair-Share and the Three-Step Interview

According to Rahayu (2014) in her CAR (classroom Action Research), it is stated that the application of the Rally Coach (RC) was managed to improve students' ability to speak in class of the second grade students of elementary school of Tawanggargo 04 Karangploso District of Malang. The next research was conducted by Indiantika (2015) that is using Problem Based Learning model of cooperative learning combined with Rally Coach and it was proven to be able to improve the results of students' activity and student learning outcomes. It was shown by the improvement regarding the average score of students' activity in the first cycle for 70.80 and second cycle for 90.31 which means that the model can increase student activity means the average students' activity. Similarly, the increase also occurred in each cycle for learning outcomes as evidenced by the increasing avshown by students' learning outcomes at 74.83 at the first cycle and 85, 33 in the second cycle.

Marliana (2016) in her research said that the cooperative learning model of Rally Coach and *Find Someone Who* can improve social skills and learning outcomes. Another study also said that the implementation of cooperative learning model of Pairet Story Telling and Rally Coach can improve reading skills of students (Andaru, 2016). The problems stated in the background for this study were: (1) how do we increase students' activity through round table and rally coach model of cooperative learning, (2) how do we improve students' learning outcomes through table Round and rally coach model of cooperative learning and. The purposes of action research are to: (1) analyze the improvement of student learning activities after being taught using Round Table and Rally Coach model of cooperative learning at SMP Negeri 2 Sungai Raya Bengkayang West Kalimantan, (2) analyze the improvement on students' learning outcomes through the implementation of Round Table and Coach rally of cooperative learning model at students of SMP Negeri 2 Sungai Raya.

## 2. Method

This research uses classroom action research consisting of two cycles. Each cycle consists of four face-to-face meetings and one meeting on the final test. The learning model used is a Round Table model of cooperative learning at the first first and third meeting as well as a Rally Coach model of cooperative learning at the second and the fourth meeting in each cycle. The procedure of classroom action research starts from planning, observing, and reflecting (Arikunto, 2010). The research was conducted on the eight grade students of c class of

SMP Negeri 2 Sungai Raya Sungai Raya district of West Kalimantan Bengkayang on the odd semester of 2016/2017 school year. This action research was conducted in October and September 2016

The research data were collected through observation sheet on the implementation of *Round Table* dan *Rally Coach* model of cooperative learning. This observation sheet on students' activity is used to analyze the increased activity of students during learning activities, the results of the final tests on the first cycle and the second cycle to analyze the improvement of student learning outcomes, and documentation. The data obtained was used as an evaluation of learning activities and used to improve the learning activities in the next cycle.

### 3. Result

*Round Table* dan *Rally Coach* model of Cooperative learning applied in this action was conducted in two cycles. Each cycle consisted of four sessions and ended with final tests at its fifth meeting. The data obtained were from the observation through the observation sheet. The learning activities on both implemented models are planned well using certain criteria of learning implementation which can be seen in the following table.

**Table 1 The Percentage on the learning model implementation on cycle I and cycle II**

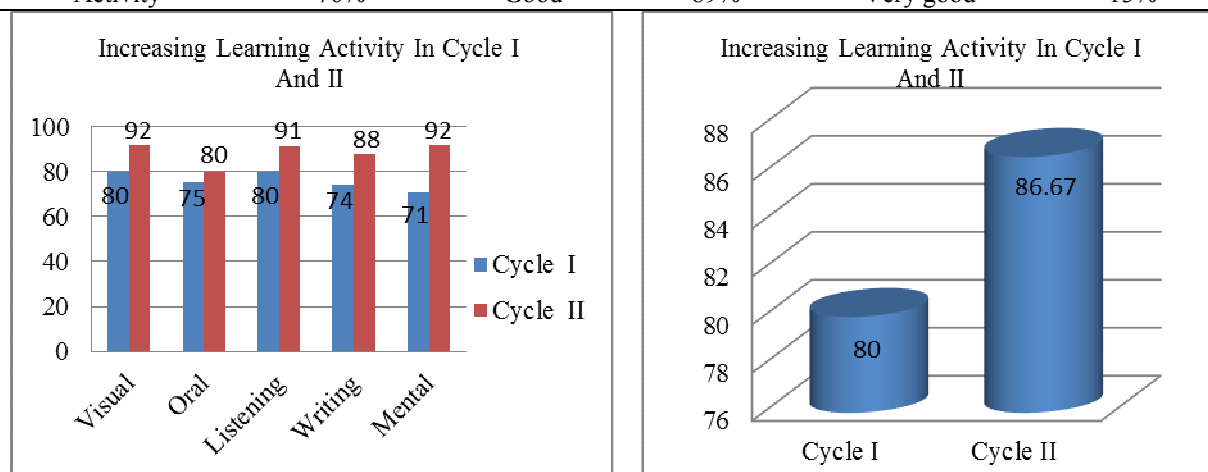
Activity	cycle I		cycle II		Improvement
	score	criteria	score	criteria	
	94.20%	Very good	97.77%	Very good	

In the first cycle, although the learning activities have already done in accordance to the learning model syntax, there still found a stiffness in its implementation particularly regarding the learning activities done by the teachers. The implementation of *Round Table* dan *Rally Coach* model of cooperative learning can be done alternately. The first meeting of the first cycle is used to explain the instructional model of Round Table which was then followed by Coach Rally learning model. The third meeting of the first cycle was used to reimplement *Round Table* dan *Rally Coach* learning model at the fourth meeting. This also applies to the learning activity of the second cycle and there was a revision regarding the implementation of the second cycle after doing a reflection. The result of reflection of first cycle was used as feedback to improve the quality of learning on the second cycle.

From the results of research using *Round Table* dan *Rally Coach* learning model of cooperative learning, the activity has increased every cycle for both the first and the second cycle having good criteria for the first cycle and very good criteria for the second cycle. It is then followed by the increasing score of students' activity cycle I and cycle II.

**Table 2 The Percentage on the learning activity improvement on cycle I and cycle II**

Note	cycle I		cycle II		Improvement
	Score	criteria	Score	Criteria	
Activity	76%	Good	89%	Very good	13%



**Figure 1.1 The Graphic on the students' increasing learning activity in cycle I and II**

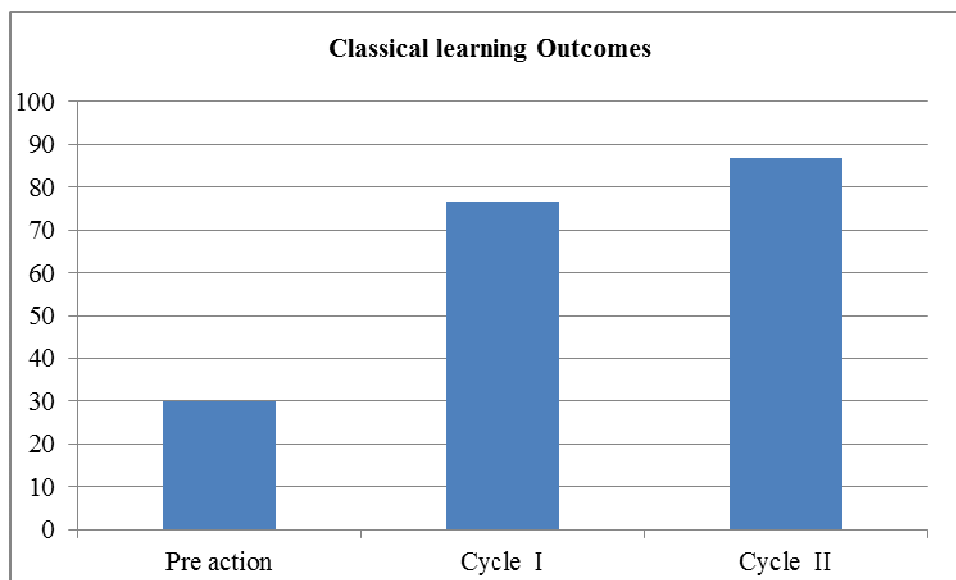
Table 2 shows that by using Round table and rally couch model of cooperative learning can increase the activity of students. Increased activity from the first cycle to the second cycle is 13% with an average in the first cycle is 76% with good criteria and the second cycle 89% with the criteria very good criteria. This causes by the fact that students' are still unfamiliar with applied learning models.

The increased activity of students was affected by the implementation of good teaching models and it was followed by the increase on students' learning outcomes. Students' learning outcomes analyzed in this Classroom action research is students' cognitive learning outcomes who were obtained through tests performed

at the end of each cycle of the action. Students' learning outcomes can be seen in the following table

**Table 3 The percentage of learning outcomes obtained on cycle I and cycle II**

No	Implementation	Average score	Mastery percentage
1	Pre action	60.52	30 %
2	Cycle I	78.22	76.67%
3	Cycle II	84.83	86.67%



**Figure 2 The Graph showing students' improvement on their learning outcomes**

On Table 3, it can be seen that there was an increase on students' learning outcomes in the first cycle compared to students' learning outcomes obtained before the implementation of Round table and rally couch model of cooperative learning as it reached 46.67%. The result of pre-action reached an average of 60.52 with the classical mastery reached 30% criterion that was not considered finished. Students' Learning outcomes obtained in the first cycle reached an average of 78.22 with a percentage of classical completeness of 76.67%. So classically, students' learning outcomes have achieved the mastery level. It shows that Round Table and Rally Coach model of cooperative learning can improve students' learning outcomes

#### 4. Discussion

In this Classroom Action Research, the implementation of Round Table learning model of cooperative learning consists of four people in a group to solve problems that have been determined. Each member of the group gave a different answer. In the first cycle after all the given problem has been solved, teachers and students were sitting together to do a reflection and had a discussion on the problems that had been discussed. After the observation and reflection carried out in the first cycle, there were some revision regarding the size of groups and learning strategies used. For the second cycle after each group solved the problems, each member of the group was asked to write on a piece paper the ideas regarding the activities they have just had. In this occasion, the teacher and the students did a reflection together. After completing the reflection stage, they discussed the issue or problem and then proceeded with other questions or things which have not been clear yet. The Round Table learning model of cooperative learning was conducted on the first and third meeting of the first cycle and the second cycle.

The implementation of learning model on the first cycle of the second meeting had a good criteria and very good criteria for the fourth meeting. The second and fourth meeting of the first cycle and the second cycle used Rally Coach model of cooperative learning. In the second cycle of Rally Coach model of cooperative learning's implementation conducted on the second and fourth meeting, the criteria obtained was very good. Cooperative learning model in this case is the combination between two learning is able to create a good environment for students studying social science subjects as students can share, value their friends' opinion, have a good communication and master other kinds of social skills.

Students' activity analyzed in this action research include: (1) visual activity, (2) oral activity, (3) hearing activity, (4) writing activity and, (5) mental activity. The first cycle of visual activity, verbal, writing, listening, and good mental criteria. Cycle II criteria for student learning activities increased to very good. Overall student activity increased in each cycle ie with both criteria in the first cycle to be very Good at the second cycle. Increased activity of student learning is affected by the application of learning models and Round Table and

Rally Coach in learning activities. The increased activity of students affects the spirit of students to learn and certainly influenced the research results

The results of student's learning is said to meet the criteria of success if the student has reached the score of 75 individually. Seeing from the average value, students has reached 78.22, but the classical value of students did not achieve mastery since it reached 76.67. In a class it is said to be complete learning (classical completeness) if in the class has  $\geq 85\%$  of students who have completed their study (Trianto, 2010: 241). The completeness of learning outcomes of social science subject in SMP Negeri 2 Sungai Raya in this action research is 75 for individuals and 85 for the thoroughness of classical completeness. Improving student learning outcomes also occurred in cycle II reached 10% compared to the first cycle after the application of the lesson model. Students' learning outcomes obtained the average of 84.83 and reached 86.67 percentage of completeness.

Masrofiq (2013) in his research said that with the implementation of cooperative learning model Round Table can improve motivation and learning outcomes at each cycle in which the action occurs an increase both motivation and learning outcomes. In addition, the implementation of Rally Coach and Round Table model of cooperative learning can produce better achievement than using a regular model of cooperative learning (Kusumaningtyas, 2015; Malukah, 2015), increase the activity and communication skills (Juariah, 2015). Indiantika (2015) in her study also found that the implementation rally coach model of cooperative learning can improve the activity and learning outcomes. In addition, Rally Coach model of cooperative learning can improve students' speaking ability (Rahayu, 2014), reading skills (Andaru, 2016), social skills and learning outcomes (Marlina, 2016).

Based on data analysis and the results of previous research it can concluded that by using Rally Coach and Round Table model of cooperative learning can (1) increase the activity of students in the form of visual, verbal, writing, listening and mental activity, (2) increase the motivation of students in learning activities, (3) affect student achievement, (4) improve the ability to speak and communication students, (5) improve social skills and, (6) improve student learning outcomes.

## 5. Conclusion

Rally Coach and Round Table model of cooperative learning can increase the activity and student learning outcomes. Students' increased activity and learning outcomes after being implemented using those following models can be seen from the increase in each cycle. Through the application of both this model can increase students the activity of visual, verbal, listening, writing and mental during classroom activities. With increasing learning activities affect the mood and motivation to learn so that the effect on student learning outcomes. So through the implementation of cooperative learning model and Rally Round Table Coach can increase the activity and student learning outcomes.

From the research that has been carried out in the form of Classroom Action research, it is suggested to teachers that in the learning activities they are suggested to choose round table and rally coach model of cooperative learning as these two models were proven to be able to increase students' activity and learning outcomes. For principals, they are advised to encourage and direct the teachers to use learning models that can turn the classroom into a lively one so that learning activities will be more innovative and colorful. Students are advised to have learning activities by implementing Rally Coach and Round Table model of cooperative learning so the learning activities more fun and meaningful. For further research it is recommended to use Rally Coach and Round Table model of cooperative learning in future studies, since it could increase the activity of learning outcomes both learning model can improve other skills in learning activities.

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