



The Effect of Everyone Is a Teacher Here Learning Model on Science Learning Outcomes of SD Negeri 1 Bukit Tempurung Students

Reni Mirzayani¹

Student of Department Elementary School Teacher Education Study Program, Universitas Muhammadiyah Sumatera Utara, Indonesia
Email: renimirzayani006@gmail.com

ABSTRACT

This study aims to determine how the influence of the Everyone Is A Teacher Here model on the Science Learning Outcomes of SD Negeri 1 Bukit Tempurung students in the 2021-2022 academic year. The population in this research is a student of SD Negeri 1 Bukit Tempurung. The sample in this study was taken from a population of 20 students from 1 class, namely class 5A and class 5B, namely 10 female students and 10 male students. The method used is an experimental method which is part of quantitative research. The research design used a quasi-experimental design. Quasi-experimental is a research using two groups, namely the experimental group and the control group. The results showed that the application of the Everyone Is A Teacher Here learning model has an effect on learning outcomes and has a good impact on students' attitudes and activities in the classroom. This is shown before using the Everyone Is A Teacher Here learning model, the learning outcomes are low, and after using the Everyone Is A Teacher Here learning model, the learning outcomes are high. Therefore the research hypothesis is accepted for the science learning outcomes of fifth grade students at SDN 1 Bukit Tempurung after obtaining $t_{count} = 6.9$ and $t_{table} = 2.09$, then $t_{count} > t_{table}$ ($6.9 > 2.09$), which means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Keywords: Everyone Is A Teacher Here, Learning Model, Learning Outcomes

Introduction

Education is one of the important aspects to show the level of progress of a nation. The implementation of learning in schools, especially elementary schools, sometimes experiences obstacles in the process of learning objectives, which can be caused by the teacher's teaching style factor or the character of the students faced, therefore the relationship between the two parties must be balanced so that the knowledge taught by the teachers can be understood properly and students who become objects can experience learning that is not only concerned with cognitive aspects, but also builds the affective and psychomotor domains. The cooperative learning method currently used or better known as the 2013 curriculum provide opportunities for students to do more teaching and learning activities or actively participate in lessons that not only produce academic achievement but also increase self-confidence, social skills and also foster a sense of trust and mutual help between individuals and groups. According to Ali (2021: 247), learning with the cooperative method is done by working together between students, so that later students will not only seek individual success or beat each other between students. The 2013 curriculum which applies a cooperative learning model that can improve student learning outcomes, namely, the everyone is a teacher here learning model where in the learning process it provides opportunities for students to act as teachers to classmates by finding and explaining the subject matter that is being started, of course with the teacher as directors and facilitators so that the class continues to run actively and conducive. Everyone is a teacher here can increase students' self-confidence and activeness in the classroom because of its nature that "forces" students to dare to present themselves in learning activities According to Ummah (2018:324) The everyone is teacher here method is a learning method that provides opportunities for each student to act as a teacher to other students. Based on the first observations made by researchers at SD Negeri 1 Bukit Tempurung and the results of interviews with one of the 5A homeroom teachers, Vita Julia Sari S.Pd and also the 5B grade teacher Novalia S.Pd, information was obtained that there were some students who were not active in the inner class. participate in learning activities such as in terms of asking questions. This is due to a lack of self-confidence and a fear of teachers speaking so that they do not understand the learning materials and passive classroom situations that have an impact on student learning outcomes such as science subjects which are still below the Minimum

Completeness Criteria (KKM). The low learning outcomes, especially in science lessons, are caused by a lack of confidence and lack of ability to communicate, just ask questions and express their opinions to fellow students and is also influenced by the way of teaching and the style or learning model used is less attractive and not in accordance with the character of the students. in the present. It can be seen from the results of daily tests of fifth grade students with science subjects that among 10 students only 4 students reached the KKM (KKM score of 76). The problem that exists in learning speaking skills and interacting between teachers and students at SD Negeri 1 Bukit Tempurung is that in the learning process an innovative method is needed that is able to encourage students' curiosity and knowledge.

The everyone is a teacher here learning model is the right way to make the class more active and students also participate in expressing their own opinions. According to Pratama et al, (2019:209) The purpose of implementation of the learning everyone is a teacher here is to familiarize students with individual active learning and to cultivate the nature of being brave to ask, not self conscious and not afraid of being wrong. The implementation of learning everyone is a teacher here is to familiarize students with active learning individually and cultivate the nature of being brave to ask questions, not being confident, and not afraid of being wrong). The focus of this research is on students' speaking courage in the learning process to create an active class so that the influence of the use of the everyone is a teacher here learning model on student learning outcomes in each subject such as science can be seen by analyzing the results of the pretest and posttest given to students. Based on this background, the researchers feel the need to conduct research with the title: "The Effect of the Everyone Is a Teacher Here Learning Model on the Science Learning Outcomes of Students of SD Negeri 1 Bukit Tempurung FY 2021/2022".

Research Methodology

The method used in this study is an experimental method which is part of quantitative research. According to Creswell (2014: 32) Quantitative research is an approach for testing objective theory by examining the relationships among variables, these variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. (quantitative research is an approach to testing objective theory by testing the relationship of variables, which can be measured using instruments, so that the total data can be analyzed using statistical procedures). The research design used a quasi-experimental design. Quasi-experimental is a study using two groups, namely the experimental group and the control group, which is a research with a quantitative approach because the symptoms found will be converted into numbers that are analyzed using statistics. According to Creswell (2014:13) quantitative research explains how variables affect other variables. This research belongs to the type of experimental research. According to Creswell (2014: 295) experimental research design is used when researchers want to determine the possible causes and effects of independent variables and dependent variables. This means that all elements try to control all variables that affect the results except the independent variable, when the independent variable affects the dependent variable, it can be said that the independent variable affects the dependent variable. The experimental research design used is as follows:

Table 1. Experimental Research Design

Group	Pre-test	Treatment	Post-test
Experiment	0 ₁	X	0 ₂
Control	0 ₃		0 ₄

Source: Creswell Quantitative Design (2014:19)

The design of this study used two groups of students, namely the experimental group (class VA) and the control group (class VB). Both groups were given pre-test and post-test, but with different treatment (X1-X2). The experimental group of students was treated with the everyone is a teacher here learning model (X1), and the control group was treated with the usual or conventional learning or lecture method (X2).

Results and Discussion

Before using the Everyone Is Ateacher Here learning model, which is 8.25. The distribution table for the level of student material mastery can be seen in the following table:

Table 2. Mastery Level of Pre-Test Material

Level of mastery of subject matter (%)	Learning Outcomes Category	Frequency	Percentage
0 – 4,9	Very Low	1	5%
5 – 6,4	Low	10	50%
6,5 – 7,9	Currently	4	20%
8 – 8,9	High	3	15%
9 – 10	Very High	2	10%
Score		20	100%

Source: Primary data for 2022

Based on the data above, it can be seen that student learning outcomes at the pre-test stage using test instruments are categorized as very low 5%, low 50%, moderate 20%, high 15%, and very high 10%. Looking at the percentage results, it can be said that the level of students' ability and mastery of science subject matter before the everyone is a teacher here method is categorized as still low. Then, after applying the use of the Everyone is a teacher learning model, the distribution table for the level of student material mastery determined by the researcher is as follows:

Table 3. Mastery Level of Post-Test Material

Level of mastery of subject matter (%)	Learning Outcomes Category	Frequency	Percentage
0 – 4,9	Very Low	0	0
5 – 6,4	Low	1	5%
6,5 – 7,9	Currently	4	20%
8 – 8,9	High	11	55%
9 – 10	Very High	4	20%
Score		20	100%

Looking at the percentage results, it can be said that the level of student ability and mastery of science subject matter after everyone is a teacher here method is categorized as high.

Table 4. Mastery of Science Learning Outcomes

Score	Criteria	Frequency	Percentage
0 – 7.4	Not Finished	5	25%
7.5 – 100	Finished	15	75%
Score		20	100%

In table 4, when it is associated with the indicators of the completeness criteria for science learning outcomes determined by the researchers, that is, if the number of students who reach or exceed the KKM (75) 50% can be said to be complete, so it can be concluded that the science learning outcomes for class V SD Negeri Bukit Tempurung in The main subject of science learning regarding the organs of motion in animals and humans has met the criteria for classical learning outcomes where students who complete reach 75%. In accordance with the research hypothesis, namely "there is a significant effect on the implementation of the everyone is a teacher heret method on the learning outcomes of the fifth grade students of SD Negeri Bukit Tempurung", the technique used to examine the hypothesis uses inferential statistical techniques using the t-test.

Table 5. Analysis of Pre-test and Post-test scores

No	Student's Name	X1 (Pre-Test)	X2 (Post-test)	d= X2-X1	d ²
1	M. Fadilah	70	80	10	100
2	Siti	60	80	20	400
3	Aura	50	80	30	900
4	Akbar	60	80	20	400
5	Nazkya	70	80	10	100
6	Dwi Rizky	50	60	10	100
7	Habib	50	70	20	400
8	Kenzi	90	90	0	0
9	Assiya	80	80	0	0
10	Hafiz	60	80	20	400
11	Chinta	70	100	30	900
12	Khaira	40	70	30	900
13	Zahra	60	80	20	400
14	Javas	70	80	10	100
15	Cut jani	60	70	10	100
16	Putri	60	70	10	100
17	Refi	60	80	20	400
18	M.Rifat	80	90	10	100
19	Erik	80	80	0	0
20	Raghib	90	100	10	100
Score		1310	1600	290	5900

Source: Pre-test and post-test Primary Data, 2022

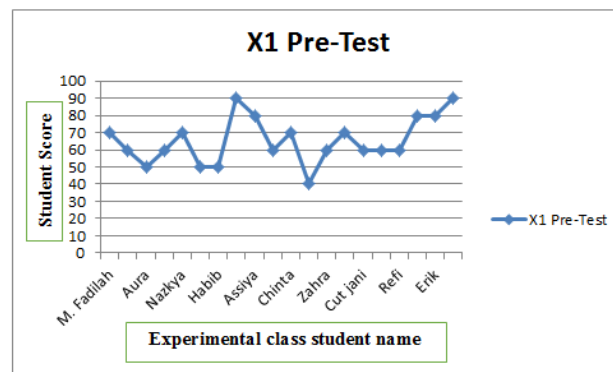


Fig 1. Graph of Pre-Test Score, Source: Researcher Analysis, 202

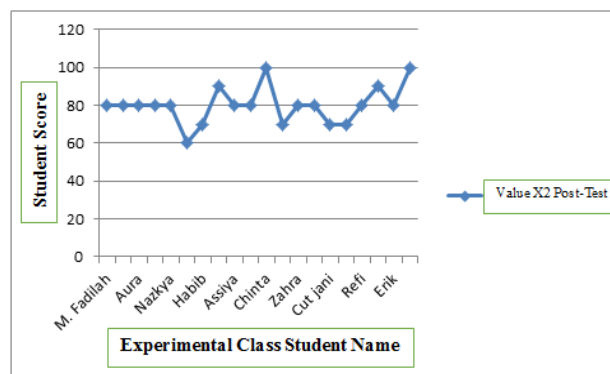


Fig 2. Graph of Post-Test Score, Source: Researcher Analysis, 2022

Student learning outcomes at SD Negeri 1 Bukit Tempurung experienced an increase in their learning outcomes where before using the everyone is a teacher here method, the results of science learning competencies were only 25% of students who completed, but after being given treatment with the everyone is a teacher here learning method, the results Science learning reaches 75% of students complete. So it can be concluded that the use of the everyone is a teacher here learning model has an influence on learning outcomes in science subjects for class V SD Negeri 1 Bukit Tempurung.

Conclusion

Based on the results of the research and discussion, it can be concluded that the application of the Everyone Is A Teacher Here learning model has an effect on learning outcomes and has a good impact on students' attitudes and activity in the classroom. This is shown before using the Everyone Is A Teacher Here learning model, the learning outcomes are low, and after using the Everyone Is A Teacher Here learning model, the learning outcomes are high. Therefore the research hypothesis is accepted for the science learning outcomes of fifth grade students at SDN 1 Bukit Tempurung after obtaining $t_{count} = 6.9$ and $t_{table} = 2.09$, then $t_{count} > t_{table}$ ($6.9 > 2.09$), which means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. The conclusions obtained are as follows:

1. The use of the model or learning method with Everyone Is A Teacher Here significantly gave a fairly good influence on the learning scores of students in science subjects from 25% to 75%.
2. The Everyone Is A Teacher Here learning model makes the classroom atmosphere more active, both teachers and students communicate with each other continuously in the teaching and learning process.
3. The application of the Everyone Is A Teacher Here learning model is based on the results of this study as well as previous studies which also showed good learning outcomes, ranging from 90%, 63%, and 75%.

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