



The effectiveness of using everyone is a teacher here model on thematic learning outcome

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Abstract: This study aims to determine the influences of the Learning model everyone is a teacher here on thematic learning outcomes in class V MIN 2 Madiun. This type of research is quantitative experimental research. This research method is the Quasi Experimental method with the type of Non-Equivalent Control Group Design. This study uses two classes as a sample, namely the VD class as the experimental class and the VC class as the control class. Sampling uses a side cluster random technique. The data collection techniques used test techniques (pretest and posttest) and documentation. Based on the results of data analysis, it was found that the mean for the experimental group (V.D) was 79.19. While the mean (average) for the control group (V.C) is 72.32, which means there is a mean difference of 6.87. On the basis of these mean differences, statistically it has the results that $t\text{-test} = 7.09$ after consulting with the price of $t\text{-table}$ with $db = 72$ then $t\text{-count}$ is greater than $t\text{-table}$ ($7.09 > 2.12$). Then H_0 is rejected and H_1 is accepted. It means that the Everyone Is A Teacher Here learning model has an effect on the thematic learning outcomes of students in class V MIN 2 Madiun.

Keywords: everyone is a teacher here, learning outcomes, and thematic

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INTRODUCTION

Curriculum 2013 has been used widely in Indonesia for recent years. In elementary schools, curriculum 2013 is based on the thematic learning which is integrate one subject to others. Basically, the thematic learning Implementing the 2013 curriculum is done systematically to make meaningful and fun learning, and it is an integrated learning. Thematic learning that is expected to develop in primary schools leads to the integration of the webbed model and integrated model. The term of thematic learning is integrated learning that uses themes to link several subjects so as to provide meaningful experiences for students.

Thematic learning is integrated learning that contains a variety of themes with each theme consisting of several subjects (Majid, 2014: 80). Thus, in the thematic learning a teacher must be creative and act as a facilitator because in the thematic subjects consist of various subjects that will be able to develop students' abilities in managing creativity to be more meaningful and facilitate students' critical thinking. Thematic learning is a learning that is organized based on certain themes from students' daily lives. As an example of the theme "Ecosystem" there are several combinations of Bahasa Indonesia, Civics, socio-culture, sciences and social science subjects.

One of the benefit of thematic learning is students are more focus on a particular theme. Thematic learning is generally centered on students, students are encouraged to actively find, do, and get experience in learning activities contextually. Activities in learning are very necessary because in the learning process there is an interaction between the teacher and students. The activeness of students during the learning activities process is one indicator of the interest in students to learn. Students are said to be active, such as asking the teacher or responding to questions or opinions of other students, able to answer questions from the teacher or from his friend, able to do the assignments of the teacher well, able to discuss with friends in learning, and able to show a happy attitude towards the learning process. Learning success will be assessed based on student activity during the learning activities in class. If students are more active in learning activities, they will get easily in achieving of learning process in the classroom.

According to the observations of previous researchers there are some obstacles encountered in thematic learning, one example is low student learning outcomes. It is shown by the small number of students when answering questions given by the teacher. Students also do not dare to ask the teacher when they do not understand the material being taught. Many students also do not dare to do the practice questions in front of the class so to make students active the teacher must first appoint them. The results of student work in the front are also not responded to at all by other students, so learning seems monotonous and less active. The indication of passive learning is that students are silent when the teacher asks questions. Students also never respond to answers or opinions from the theme. This is because the teacher only lectures during the learning process (teacher-centered). Teachers also rarely or have only used the learning model that is the CTL (Contextual Teaching and Learning) learning model in the classroom learning process that makes students active in learning.

Based on those problems, it needs a change related to the learning model, so the learning center is no longer focus on the teacher but on students. One of the learning model is Everyone Is A Teacher Here model. The Everyone Is A Teacher Here learning model makes students active in learning because students will be given the opportunity to become a teacher. This model makes students dare to ask questions. This is shown in one of the syntaxes, where each student will be asked to make questions. These questions will be given to other students to answer. Students will try to answer questions by first studying the material being taught, so that the mastery of the material obtained by students will be better and have an effect on better learning outcomes.

METHODS

This research is a quantitative study using a quasi-experimental method. The design in this study was Non-Equivalent Control Group Design because the researcher involved two classes in the sample and applied the pretest and posttest to the two groups. There are two classes in the implementation of this study, namely the experimental class and the control class. The experimental class uses the model everyone is a teacher here while the control class uses the conventional model. The subject was students of grade V of MIN 2 Demangan.

RESULT AND DISCUSSION

The general description presented in this section includes a description of the mean, median, mode, maximum value and lowest value. From the results of data analysis the thematic learning outcomes of the control group are as follows: Mean = 72.32, Mode = 70, Median = 71, Standard Deviation (SD) = 6.481, Maximum Score = 85, and Lowest Score = 60. Whereas for the experimental group as follows: Mean = 79.19, Mode = 80, Median = 80, Standard Deviation (SD) = 6.077, Maximum Score = 88, and Lowest Score = 66. Test the research hypothesis using the t-test formula. The goal is to compare thematic learning outcomes between the experimental group and the control group. The results of the analysis of research data calculated using the t-test formula show that the price of t-test = 7.09. To find out whether the t-count value of 7.09 is significant or not significant, it is necessary to consult the t-table price. It is known that the price of t-table with d.b = 72 / TS5% = $(12 + 12) - 2 = 2.12$. So the price of t-arithmetic is greater than the price of t-so that stated significance on the basis of a significant level of 5%. Starting from the results of the data analysis above, in this study it can be stated that the hypotheses is accepted with a significance level of 5%. The conclusion is that there is a significant influence on the learning model of everyone is a teacher here on the thematic learning outcomes of students in class V MIN 2 Madiun. In other words there are differences in the thematic learning outcomes between the control group and the experimental group in class V MIN 2 Madiun students

The results of this study are relevant to those carried out by Mar'atus Sholihah from the University of Lampung, entitled The Effect of Active Learning Strategies on the Type of Everyone Is a Teacher Here Against the Science Learning Outcomes of Class IV Students at SD Negeri 3 Metro Pusat. This study proves that there is a significant influence on the application of active strategy Everyone is a Teacher Here on the learning outcomes of science students in Class IV SD Negeri 3 Metro Pusat. This is evidenced by the significance value of 0.010. When compared with the provision = 0.05, the value of $0.010 \leq 0.05$ so that H_a is accepted, meaning that there is a significant difference between student learning outcomes in science subjects in the experimental class and the control class.

CONCLUSION

Based on the results of the research and the problems contained in the formulation of the problem it can be concluded that "There is an influence of the learning model of everyone is a teacher here on the results of thematic learning in class V MIN 2 Madiun. It is known that the results of the t-test show that the mean (average) for the experimental group (V.D) is 79.19. While the mean (average) for the control group (V.C) is 72.32, which means there is a mean difference of 6.87. On the basis of the mean difference as stated above, then statistically has the result that t-test = 7.09 after consultation with the price of t-table with db = 72 then t-count is greater than t-table ($7.09 > 2.12$). Then H_0 is rejected and H_1 is accepted. It means that Everyone Is A Teacher Here learning model has an effect on the thematic learning outcomes in grade V MIN 2 Madiun students

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