

THE IMPLEMENTATION OF *EVERYONE IS A TEACHER HERE* STRATEGY IN IMPROVING STUDENTS' LEARNING OUTCOME IN ECONOMICS AT TENTH GRADE STUDENTS OF SMAN 1 INDRALAYA

Khairah Ukhtiyan, Sugiharsono

Graduate Student, Lecturer, Yogyakarta State University
khairah.2018@student.uny.ac.id

Abstract

The formulation of the problem in this study is "Does the implementation of the strategy everyone is a teacher here can improve student learning outcomes in economic subjects in class X SMAN 1 Indralaya? This study aims to improve student learning outcomes in economic subjects by applying the strategy everyone is a teacher here in class X SMAN 1 Indralaya. The subjects of the study were students of class X IPS 3 with a total of 33 students located at SMAN 1 Indralaya, South Sumatra Regency. Data collection techniques used were tests and observations of research results. The mean value for class X IPS 3 at the pretest was 45.09 with the highest value of 60 and the lowest value of 28 and the mean value at the posttest of 72.48 with the highest value of 88 and the lowest value of 48. From the average value obtained it turns out the student test results in class X IPS 3 have increased. This means that the use of active learning strategies every type is a teacher here can improve student learning outcomes.

Keywords: Everyone is A Teacher Here, Learning Activities, Learning Outcomes

Introduction

Learning process is an activity which commonly conducted in schools. The success or failure in achieving the learning objectives depends on how the learning process conducted in schools, since learning process is a process of communication between students, teachers, and the environment. Learning process is a process of communication or interaction between the learning resources, such as teachers and students (Rusman, 2012: 16). Therefore, teachers should arrange good lesson plans in the learning process, which becomes one of the factors in determining what learning strategies that will be used in the classroom.

Learning strategies are the ways that educators will choose and use to deliver the learning material, so the students can accept and understand the learning material easier (Uno, 2009: 2). The choice of learning strategies should be suitable with the learning objectives and the characteristics of the learning strategies. Learning strategies used in the learning process are expected to be able to attract students' interest, in order to support their understanding.

One of the learning strategies is active learning strategy. Active learning strategy is intended to facilitate all skills which are possessed by students, so they can produce good achievements, regarding to the personal characteristics they have (Siregar, 2011: 106). There are several strategies in active learning, one of them is Everyone is a Teacher Here strategy.

Everyone is A Teacher Here strategy is a learning strategy that involves the students to actively participate in the learning process, and involves students to understand the material individually, as well as gives them the opportunity to teach the other friends in the classroom. On the other words, they will teach each other. Everyone is a Teacher Here strategy is a great way to enhance students' participation, either the whole students or individual. In addition, it also provides opportunities for students to act as teachers for their friends (Suprijono, 2013: 110). Therefore, the students will obtain an enjoyable learning atmosphere.

Regarding to the percentage of daily test scores of X IPS students at SMAN 1 Indralaya (October 2016), they had reached the Minimum Completeness Criteria as much as 38.89% while those who had not yet reached were 61.11%. The Minimum Completeness Criteria which should be achieved by students is 76.

Based on the description above, it is necessary to apply a learning strategy that can attract the students to understand the subjects easier, in order to improve students' learning outcome. One of the learning strategies is Everyone is a Teacher Here strategy which belongs to active learning.

A. Research Problem

Based on the background of the study, the research problem is: " Does the implementation of Everyone is A Teacher Here strategy improve

students' learning outcome in Economics at tenth grade students of SMAN 1 Indralaya?"

B. Objective of the Research

This research aimed to improve students' learning outcome in Economics by implementing Everyone is A Teacher Here strategy at tenth grade students of SMAN 1 Indralaya.

C. Significances of this Research

1. Theoretical

This research is expected to be useful for the development of science, especially in Economics and can support several theories related to Everyone is A Teacher Here learning strategy.

2. Practical

- a. For students, it can help students to improve their achievement by using Everyone is A Teacher Here strategy.
- b. For schools, it is expected to develop and implement effective learning strategies in the learning process and learning in schools.
- c. For teachers, as a reference to use Everyone is A Teacher Here learning strategy to improve students' learning outcome.

Theoretical Review

A. Active Learning Strategy

Learning is an active process of students in building knowledge and skills. As one of the efforts to make the students give active participation, the active learning strategies are implemented. Active learning strategies are kind of learning that are designed to attract the students directly to enhance their interest, curiosity, and design students' critical thinking (Silberman, 2009: 81).

(Zaini, 2008: 56) Active learning strategy is a learning that attract students to be active in classroom. When the students are active, they will dominate the learning activities. (Uno, 2013: 10) states that an active learning strategy is one of the learning strategies used to optimize the learning process. It is a strategy that takes the teacher as a person who creates a conducive learning atmosphere or as a facilitator in learning, while students should give active participation.

Active learning strategies (active learning) are intended to enhance students' skills, so they can achieve good learning outcomes, regarding to their personal characteristics (Siregar, 2011: 106). In addition, active learning is also intended to attract students' attention, so they focused on the learning process.

B. Everyone is a Teacher Here Strategy

Everyone is a Teacher Here (ETH) means that everyone can be a teacher. Everyone is a Teacher

Here is one of the active learning strategies. The word "active" here means that the students dominate the learning process, so it implements a leaning which make the students as the center, or called as student-centered learning. Everyone is a Teacher Here learning strategy is very appropriate to attract students' participation, either whole students or individual (Djamarah, 2010: 397). This strategy gives each student the opportunity to act as a teacher for their partners.

The term Everyone is a Teacher Here comes from English, which means that everyone is a teacher (Suprijono, 2013: 110). Hence, Everyone is a Teacher Here is a "teacher" strategy towards other students. In the learning process does not have to come from the teacher, students can get similar participation and individual's responsibility. Everyone is a Teacher Here learning strategy is an easy strategy for students' participation in class and their responsibility (Silberman, 2010)

In practicing Everyone's a Teacher Here learning strategy, it has rules that have been arranged in several ways, consist several of steps for its implementation, regarding to the desire. (Silberman, 2010: 181) suggests that the steps for implementing Everyone is a Teacher Here strategy are as follows:

1. Distribute one index card to each student. Ask each student to write a question about the learning material or about the specific topic that they want to discuss;
2. Collect the cards, then shuffle, and distribute one card to each student. Ask students to read the questions or topics written on the card silently and think of their answers;
3. Invite a few students to be willing to read aloud the card they received, and give their answers;
4. After the answers are given, ask other students to complete the answers that have been contributed by the previous students;
5. Repeat, as long as there are any students who are willing to read aloud the card they received, and give their answers.

C. Learning Outcomes

Learning outcomes are a process of behavior change after the learning process, such as in cognitive, affective, and psychomotor aspects. Learning outcomes are the result of an interaction of teaching actions (Dimiyati and Mudjiono, 2009: 3). From the teacher's point of view, the teaching learning process ends with a process of evaluating learning outcomes. From the student's side, the learning outcome is the end and the top of the learning process.

In this case the learning outcomes can be identified from the test scores. Test scores are divided into two, such as pre-test and post-test that students will do before and after the treatment is received. The form of the test is multiple choice item test. The reason was because in this study, the researchers set a large sample. Therefore, the use of formative tests in

the form of multiple choice was very effective and efficient to use.

D. Economics as the Subject

Economics is a science that deals with the description and analysis of economic activities in utilizing available resources through various alternative choices (Ministry of Education and Culture, 2013).

The purpose of Economics is to develop students' ability to economize, by recognizing various economic facts and events, understanding concepts and theories, and solving economic problems that occur in the community (Ministry of Education and Culture, 2013). The functions of Economics according to the Ministry of Education and Culture (2013) are:

1. Have faith to god, noble behaviour, and noble personality.
2. Intelligent, capable, critical, creative, and innovative.
3. Healthy, independent, and confident.
4. Tolerant, socially sensitive, democratic, and responsible.

Economics material is contained in the tenth grade, academic year 2017/2018. Its basic competencies are as follows:

1. Describe banks, non-bank financial institutions, and central banks.
2. Describe the concept of OJK.
3. Describe the concept of management.
4. Describe the types of business entities.
5. Describe the concept of cooperatives and cooperative management.

In this study, the researcher implemented Everyone is A Teacher Here strategy while the topic is about Business Entities.

Research Method

A. The Schedule of the Research

The research was conducted in X IPS 3, academic year 2017/2018, from April to Mei 2017.

B. Research Subject

The research was conducted in SMA Negeri 1 Indralaya, and selected X IPS 3 students as the subjects who was learning Economics, academic year 2017/2018.

C. Technique

Test and Non-Test.

D. Research Instruments

Test and observation sheet.

E. Data Analysis

The data analysis technique in this study was descriptive analytic. The steps in collecting data were classifying the data, interpreting the data, and evaluating the data.

F. Steps of the Research

- a. Planning
- b. Executing
- c. Observing
- d. Reflecting

Results

The results were analyzed to identify the students' score after being taught by using Everyone is A Teacher Here learning strategy, in X IPS 3.

Tabel 1 Skor Rerata Hasil Pretest dan Posttest

Total	Data	Score Highest	Score Lowest	Score Rerata
33 Student	Pretest	60	28	45,09
	Posttest	88	48	72,48

Based on table 1 above, it can be concluded that the results of the pretest in class X IPS 3 was: the highest score was 60, and the lowest value was 28, while the average score was 45.09, and the results of the post-test showed that the highest score was 88, and the lowest score was 48, while the average score was 72.48. It can be seen in the diagram below:

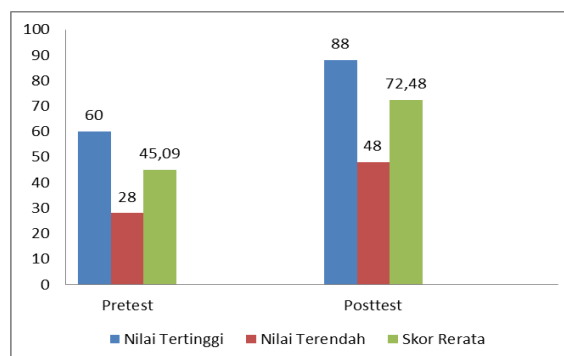


Figure 1. The Average Scores of Pre-test and Post-test

Observation was conducted during the learning process. The observation used was regarding to the steps of Everyone is a Teacher Here learning strategy. The results of observations are:

Tabel 2 Observation results

Meeting	Percentage	Interpretation
1	87,5 %	Very Good
2	100%	Very Good
Average	93,75%	Very Good

Table 2 shows that the observation results of the researcher's activities in using the Everyone is a Teacher Here learning strategy in X IPS 3 was 93.75%, which belonged to very good criteria. Meanwhile, the percentage of the results of the first observation was 87.5%, and the second meeting was 100%.

Conclusion and Suggestions

A. Conclusion

Based on the implementation of the research, active learning strategies are learning strategies that involve students to participate actively in the learning process. The learning process in this study implemented an active learning by using Everyone is a Teacher Here strategy, in X IPS 3, while the topic was Business Entity in Indonesia's Economy. In learning process, 4 (four) meetings were conducted, by conducting pre-test before explaining the material, 2 treatments, and post-test at the end of the learning process.

Based on the test results of learning outcomes, the average score of X IPS 3 students at the pretest was 45.09, while the highest score was 60, and the lowest score was 28, and the average score of the posttest was 72.48, while the highest score was 88, and the lowest value was 48. From the average score, the learning outcome of students in X IPS 3 showed an improvement.

This is in line with the opinion stated by (Siregar, 2011: 106) that an active learning strategy optimize students' skills, so the students can achieve good learning outcomes, regarding to their personal characteristics. Hence, the researcher proves that active learning by using Everyone is A Teacher Here affect students' improvement in learning outcomes.

B. Suggestion

Based on the conclusions in this study, it is recommended that teachers who will implement the Everyone is A Teacher Here learning strategy should supervise and guide students individually in order to focus on the problems, so they are able to participate actively in the learning process. In addition, teachers should be able to control the classroom, and the teacher should motivate students to enhance their self-confidence, especially those who have difficulties in revealing their opinions.

References

- Depdiknas. 2013. *Kurikulum Tingkat Satuan Pendidikan Standar Kompetensi*. Jakarta: Depdiknas.
- Dimiyati dan Mudjiono. 2009. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Djamarah, Syaiful Bahri. 2010. *Guru dan Anak Didik Dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.
- Rusman. 2012. *Belajar dan Pembelajaran Berbasis Komputer*. Bandung Alfabeta.
- _____, Melvin. 2010. *Active Learning 101 Cara Belajar Siswa Aktif (Edisi Revisi)*. Yogyakarta: Pustaka Insan Madani.
- _____, Melvin. 2009. *Active Learning 101 Cara Belajar Siswa Aktif*. Yogyakarta: Pustaka Insan Madani.

- Siregar, Eveline dan Hartini Nara. 2011. *Teori dan Pembelajaran*. Bogor: Ghalia Indonesia.
- Suprijono, Agus. 2013. *Cooperative Learning Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar.
- Uno, Hamzah B dan Nurdin Mohamad. 2013. *Belajar dengan Pendekatan PAIKEM*. Jakarta: Bumi Aksara.
- Uno, B Hamzah. 2009. *Model pembelajaran (Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif)*. Jakarta: Bumi Aksara.
- Zaini, Hisyam dkk. 2008. *Strategi Pembelajaran Aktif*. Yogyakarta: Insan Madani Islami Publisher.

Author's Biography

Ukhtiyani, S.Pd was Born in Pekanbaru on April 19, 1996. He completed his undergraduate education at the Faculty of Teacher Training and Education (FKIP) of Sriwijaya University, Economic Education study program in 2013-2017. Then in 2018 continued his education at the Graduate Program (PPS) Yogyakarta State University (UNY) economic education study program.

Dr. Drs. Sugiharsono, M.Si is a Lecturer in the Faculty of Economics of UNY and a Lecturer in the Postgraduate Program (PPS) of UNY's economic education program.