



The Effect of Facilitator and Explaining Learning Models on Students' Learning Activity

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ABSTRACT

The Influence of the Student Facilitator and Explaining Model on Student Learning Activity in the classroom during the teaching and learning process. There are several problems that I faced when conducting the research, the main problem is, in this study is how the influence of the Student Facilitator and Explaining model on student learning activity. This study aims to determine the influence of the Student Facilitator and Explaining model on student learning activity. This type of research is Pre-Experimental Design research. The results of the study showed that: Student learning activity in learning before the implementation of the Student Facilitator and Explaining learning model was generally in the less active category, after being treated by implementing the Student Facilitator and Explaining learning model, student learning activity increased to the active category, there was also a significant increase in learning outcomes after the provision of the Student Facilitator and Explaining learning model. The increase in student learning outcomes can be seen from the increasing student activity from before the treatment where initially the average value of students could be said to be 45.7% increasing in the assessment obtained, namely 86.8%. This means that the implementation of the learning model by implementing the Student Facilitator and Explaining learning model has an effect on student activity and learning outcomes.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential (Reeve, 2013). Education and learning have a very important relationship and cannot be separated from each other. Education will not be implemented and directed without implementation (Govindasamy, 2001). Implementation is obtained through learning because in essence learning is a process of interaction between teachers and students.

Learning is a process, method, and act of making people or living things learn. An educational process is also greatly influenced by the learning that takes place (Sciences et al., 2018). Teaching and learning activities are a condition created by teachers to teach students or learners. To achieve learning goals, there needs to be a version of learning in teaching that must consider the development of more active student abilities (Hmelo-Silver, 2004). Learning is the process of interaction between students and educators and learning resources in a learning environment (Hannafin et al., 2013).

Learning is assistance provided by educators so that the process of acquiring knowledge and science, mastery of skills and habits, and the formation of attitudes and beliefs in students can occur (Kpolovie et al., 2014). In other words, learning is a process to help students learn well (Fathurrohman, 2020:16). Active learning can develop students' potential. Learning is no longer centered on the teacher but centered on the student, and the teacher is only a facilitator and guide (Mascolo, 2009). That way, students can develop their abilities such as critical thinking, conveying ideas or concepts and so on. The learning activity experienced by students is related to all activities that occur, both physically and non-physically (Abbott & Barber, 2011). Active learning is a teaching and learning system that emphasizes the activity of students, both physically, intellectually, and emotionally to obtain learning findings, namely a combination of cognitive, affective and psychomotor aspects (Imron & Rohman, 2018). Active learning is very much needed by students to get optimal learning outcomes. Student activity in learning is a fundamental problem that must be understood, realized, and developed by every teacher in the learning process (Niemi, 2002).

RESEARCH METHOD

The type of research conducted in this study is Pre-Experimental Design, which examines the effect of the Student Facilitator and Explaining learning model on student learning activity (STUDENT, 2019). It is called Pre-Experimental Design because this design is not yet a comprehensive experiment, because there are still external variables that are affected by the formation of the dependent variable (Thyer, 2010). This can happen because there are no control variables, and the sample is not selected randomly (Sugiyono, 2020: 112). There are several types of Pre-Experimental Design, one of which is the one used by researchers in this study, namely the One Group Pretest and Posttest design (Zulhulaifah, 2018). This design is used because this study only involves one class, namely the experimental class which begins with a pretest before being treated (Istuningsih et al., 2018). Thus, the treatment results obtained are more accurate because they can be compared with the conditions before being treated, so that the magnitude of the effect or influence of the implementation of the Student Facilitator and Explaining model can be known for sure.

RESULTS AND DISCUSSIONS

Result

The Student Facilitator and Explaining model is a series of presentations of teaching materials that begin with an open explanation, giving students the opportunity to explain again to other students, which ends with the delivery of all materials to students (Huda, 2014:228)

The steps taken in this study include several stages, namely:

1. Providing a pretest in the form of a questionnaire and questions to measure student activity and learning outcomes before the treatment is carried out.
2. Providing treatment to the research subject class using the Student Facilitator And Explaining learning model.
3. Providing a posttest in the form of a questionnaire and questions to measure student activity and learning outcomes after the treatment is carried out.

Discussion

This study aims to see the effect of implementing learning with the application of the Student Facilitator and Explaining learning model on student learning activity (Hmelo-Silver & Barrows, 2006). The research data includes student learning activity data consisting of pretest and posttest data obtained through a test in the form of a questionnaire. The research data shows a significant increase between the pretest and posttest scores, as seen from the learning activity questionnaire data where the average pretest score increased significantly from the previous one. So that the increase shows that there is an influence of the use of the Student Facilitator and Explaining model on student learning activity (Hew & Cheung, 2008). The Student Facilitator and Explaining learning model emphasizes a special structure designed to influence student interaction patterns and aims to improve mastery of the material (Cheung, 2014).

By using this learning model, enthusiasm, motivation, activity and pleasure can be increased. As stated by Susilana (2017:65) in practice, teachers are not always able to make students active only by lecturing, asking questions and so on, but a model is needed to attract students' interest or passion for learning Hamalik (2018:35), learning is not enough just by listening and seeing, but must do other activities including reading, asking, answering, expressing opinions, doing assignments, drawing, communicating, presenting, discussing, concluding, and utilizing equipment.

The findings of this study indicate that learning with the Student Facilitator and Explaining learning process has an effect on student learning activity (Hmelo-Silver & Barrows, 2006). This can have a positive effect because the Student Facilitator and Explaining learning model is a series of presentations of teaching materials that begin with an open explanation, the teacher gives students the opportunity to explain to other students, allowing students to develop critical thinking skills. because at this stage students are required to be able to identify the information received with the ideas owned by the students themselves so that students are able to explain to other students without having to focus on the teacher alone. Students are not only objects of learning but also objects that can experience, discover, construct and understand concepts (Bada & Olusegun, 2015).

CONCLUSION

M Based on the formulation of the problem and the findings in the study, it was concluded that: Student learning activity during the learning and teaching process in the room where the Student Facilitator and Explaining learning model was implemented was generally in the less active category, but after being treated by implementing the Student Facilitator and Explaining learning model, student learning activity increased to the active category. There was also a significant increase in learning outcomes after the Student Facilitator and Explaining learning model was implemented. The increase in student learning outcomes can be seen from the student's activity in the classroom which increased from before the treatment where the average value could reach 85%, so implementing the Student Facilitator and Explaining learning model has an effect on student activity and learning outcomes during learning.

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