Efforts to increase student participation, achievement motivation, and learning outcomes through the active learning model type everyone is a teacher here in the subject of sociology class XI of SMA Negeri 2 Menyuke

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Achievement motivation, Learning participation, Model Everyone is a Teacher Here (ETH), Sociology learning outcomes.

Abstract
This research was conducted in an effort to improve student participation, achievement motivation, and learning outcomes through the Active Learning Model Type Everyone is A teacher Here in the subject of sociology for grade XI students at SMA Negeri 2 Menyuke. This research is generally motivated by the fact that the learning outcomes of students in this subject at SMA Negeri 2 Menyuke are still low. Many efforts have been made, but they have not provided maximum results. The use of the everyone is A teacher here (ETH) learning model in this research is an innovative effort in sociology learning at SMA Negeri 2 Menyuke. The method used is Classroom Action Research, with the research subjects being grade XI IPS 1 students at SMA Negeri 2 Menyuke. In addition to observation to observe the implementation of the action and student participation in learning, the instruments used in this research are also questionnaires to collect data on achievement motivation and learning outcome tests to measure the success of learning using this method. There are two cycles used in this research, and it is concluded after the second cycle is implemented. The results of the research show that the use of everyone is a teacher here (ETH) can improve student participation, achievement motivation, and learning outcomes in sociology for grade XI IPS 1 students at SMA Negeri 2 Menyuke. The research results recommend that sociology teachers use this method by varying it with various relevant media.

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INTRODUCTION
Sociology is one of the important subjects taught in high school. Students need to study sociology because it provides them with an understanding of the social interaction processes of children, from family to school to adulthood, as well as the socio-cultural conditions that exist in society. In addition, sociology is important because it focuses on understanding society, human social behavior, patterns of social relationships, social interactions, and cultural aspects related to everyday life (Ritzer & Stepnisky, 2020). By studying social behavior, patterns of social relationships, social interactions, and cultural aspects in society, it is hoped that students will have the ability to adapt to society after completing their education (Romm & Sarakinsky, 2014).

According to the objectives of sociology subjects in high school in the 2013 Curriculum, sociology is taught with a focus on achieving several specific targets (Permendikbud, 2014; Ramadhan et al., 2023). First, the goal is to enhance students' understanding of sociological knowledge. Second, this subject aims to enhance students' understanding of sociological knowledge with an orientation towards problem-solving skills and social empowerment (Daft, 2014). Furthermore, sociology is directed towards developing knowledge in the practice or application of sociological knowledge, with the aim of improving students' social skills in dealing with social issues. Lastly, sociology is expected to instill a high level of religious and social ethics in students, so that they have sensitivity, concern, and responsibility in solving social problems (Haryati & Rochman, 2012).

The purpose of the Sociology subject as stated above is intended for the cultivation of individual and social awareness of students (Lie, 2014). Therefore, the material of the Sociology subject is emphasized on learning materials including individuals, relationships between individuals, groups, relationships between groups, social relationships, and social heterogeneity or diversity (Damanik et al., 2020; Dimyati & others, 2014). Meanwhile, sensitivity, concern, and responsibility for solving social problems are emphasized in learning materials related to social problems, social conflicts, violence, and their resolutions. Meanwhile, the ability to perform social skills related to social empowerment is emphasized in core materials including globalization, social change, social inequality, and community empowerment (Lang & Evans, 2014).

On the one hand, Sociology is an important subject as stated above, but the learning outcomes of Sociology, when viewed from the achievement of the National Examination results at SMA Negeri 2 Menyuke as seen in Figure 1, are still far from the expected results. The average value of the National Examination for the Sociology subject at SMA Negeri 2...
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Menyuke is 45.3. This average is far from the passing level for the Sociology subject at SMA Negeri 2 Menyuke, which is 70.

**Image 1. National Examination Score Graph by Subject for the Year 2018/2019**

![Image 1](https://hasilun.pusmenjar.kemdikbud.go.id)

In every National Examination, there are 4 (four) substantive topics tested in the subject of Sociology, namely: (1) concepts and objects of sociological study; (2) social life, problems and solutions; (3) multicultural society and social change; and (4) social research. As presented in Figure 2, out of these four substantive topics, the topic of social life, problems and solutions seems to be the most difficult for the students of SMA Negeri 2 Menyuke to master. In the 2013 curriculum structure for the subject of sociology, these substantive topics are reflected in the discussion of forms of social structure, social conflict and integration in society, and social mobility. All of these topics are taught to high school students in the second semester of grade XI.

**Image 2. Percentage of Correct Answers on Sociology Test in National Examination 2018/2019**

![Image 2](https://hasilun.pusmenjar.kemdikbud.go.id)

Source: [https://hasilun.pusmenjar.kemdikbud.go.id](https://hasilun.pusmenjar.kemdikbud.go.id)
The low average achievement and mastery of the material in the national examination of Sociology subject at SMA Negeri 2 Menyuke, as mentioned above, indicate that there is a problem in the teaching of sociology at SMA Negeri 2 Menyuke. Referring to the Theory of School Learning by Bloom (Purwanto, 2014; Sadovnik et al., 2017), there are three important variables that determine students' success in learning. These three variables are cognitive entry behavior, affective entry behavior, and quality of instruction. The cognitive and affective behavior of students will determine their motivation and participation in learning (Djaali, 2023; Uno, 2023). However, students' motivation and participation are actually determined by the quality of teaching conducted by teachers. The speed of learning success among students is ultimately also determined by the quality of teaching conducted by teachers. Thus, the low achievement in sociology among students at SMA Negeri 2 Menyuke is related to the three variables mentioned above.

Based on the Theory of School Learning by Benjamin S. Bloom mentioned above, efforts to improve learning outcomes in the subject of sociology at SMA Negeri 2 Menyuke must start with efforts to improve the quality of teaching. The quality of teaching is the intensity of the systemic and synergistic relationship between teachers, students, the learning climate, and learning media in producing optimal learning processes and outcomes in accordance with curriculum demands (Haryati & Rochman, 2012; Hayati, 2013). Good quality teaching is characterized by students' activities both in the classroom and outside the classroom/school environment, and a comfortable classroom atmosphere for learning (Miarso, 2014).

Learning at SMA Negeri 2 Menyuke tends to be done conventionally, which is a learning process that starts with the teacher explaining the subject matter related to concepts, example questions, and practice questions that are done by students. Students are given the opportunity to ask questions after the teacher presents the material or before the teacher continues with the next material explanation. The dominance of the teacher in the lecture model of learning where the teacher acts as the sole information provider with students as listeners, while students are passive. Preliminary interviews with several students on September 12, 2022 obtained information that in teaching sociology, teachers use lectures and question and answer sessions more than other teaching methods. Such teaching methods do not encourage students to actively participate in learning. Students also become unmotivated to excel in sociology learning.

**METHODS**

This research was conducted using Classroom Action Research (CAR). The research was carried out by the teacher as a researcher with the motivation to identify shortcomings in teaching that have an impact on the quality of student learning outcomes (Sanjaya, 2013). Action research aims to facilitate insights, develop reactive and reflective teaching practices, have a positive impact on the school community and educational environment, and help students become better learners (Schunk, 2012; Siberman, 2018).

In this study, the research process consists of four main stages, namely planning, implementation, observation, and reflection. The planning stage involves problem identification, problem formulation, analysis of problem causes, and action development. The researcher plans and identifies the problems faced by teachers and students during the learning process, prepares learning tools, prepares data recording tools, and plans the
implementation of the learning cycle. Next, the implementation stage is carried out to address the identified problems. Practical action steps are clearly outlined, and this involves the implementation of the prepared plan. The researcher analyzes and reflects on the findings of the initial observations, and implements the planned actions in the planning stage in the classroom. The observation stage involves data collection to evaluate the extent of the effects of the actions taken. This activity includes data collection related to the level of student participation and achievement motivation, as well as data analysis. The researcher, together with the teacher acting as an observer, continuously observes student activities. Finally, in the reflection stage, the researcher critically reviews the changes that occur in students as a result of the implementation of the "Everyone is a Teacher Here" learning model (Pratama et al., 2019). This reflection includes an analysis of the problems and constraints faced in the field, as well as an evaluation of the extent to which the actions have resulted in significant changes. Thus, these four stages form a comprehensive research cycle to understand and improve the learning process.

Therefore, this research was conducted using classroom action research, so the procedures and implementation steps followed the basic principles applicable in classroom action research. This research was conducted for 2 (two) cycles. At the end of each action implementation, a final test was conducted to determine achievement motivation and student learning outcomes, while during the process, observations were made on student participation in the class.

RESULTS AND DISCUSSION

Before conducting research, researchers conduct initial observations to determine the initial conditions in class XI IPS-1 at SMA Negeri 2 Menyuke. The observation is an observation of how the teaching and learning process takes place. The results of the observation include: (1) the teacher teaching sociology in the class uses conventional methods, namely the teaching method used is lectures and question and answer sessions; (2) learning activities are only one-way, which is the transfer of knowledge from the teacher to the students, where the teacher acts as the sole information provider and the students as listeners; (3) students often leave the class, the classroom atmosphere is noisy with many students chatting or whispering to their classmates but discussing things other than the subject matter; (4) there are some students who appear sleepy and very lazy to participate in the lesson, and (5) there is no student interaction in discussing the lessons.

After the learning process is completed, the researcher meets with the teacher of Sociology to conduct an interview to discuss the constraints that occur in the learning process as well as the learning outcomes of the students in that subject. The results of the formative test obtained an average class score of 6.4 out of a KKM score of 7.0. The scores obtained by the students indicate that their learning outcomes are still low. Based on the interview with the Sociology teacher, the KKM score is 7.0 and the learning completeness is 85%, but in reality, it is difficult to achieve, so the scores written on the report are added with attitude, skills, and attendance scores, so that most of the students can meet the KKM score.

Looking at the condition of the students during the teaching and learning process, in general, they still behave passively, sleepy, and talk to themselves during the delivery of the material. The students only listen and take notes after being instructed by the teacher, which
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results in a lack of focus in the lesson. The students are afraid to express their opinions even though they have been given the opportunity by the teacher or directly appointed. The above learning and teaching conditions are due to the mismatch of the teaching process with the expected methods.

The researcher and the Sociology teacher discussed changes in the teaching methods. The teaching method used is a method that is believed to make students active, creative, and involve all students to actively participate in the learning process with the hope of improving students’ learning outcomes. This method, called “everyone is a teacher here,” was agreed upon to solve the problems that occur in the classroom. With this method, students who have not been willing to participate will actively participate in the learning process.

The implementation of the Everyone Is A Teacher Here learning method is done by activating students to create questions based on the given material, then distributing them by shuffling the questions and asking students to take turns answering the received questions. Other students are given the opportunity to respond to their classmates’ answers. This increases student engagement in learning. The implementation of the Everyone Is A Teacher Here learning method can improve student activity in the teaching and learning process in the competency standard of the filling system. From cycle I to cycle II, positive activity increased from 40.3% to 60.7%, and negative student activity decreased from 16.1% to 5%. The implementation of the Everyone Is A Teacher Here learning method increases students' achievement motivation in the teaching and learning process of conflict, violence, and peace materials. With an initial average score of 46.4 in cycle I, it increased to an average score of 71.4 in cycle II. This indicates a learning improvement of 15.5%. Learning completeness in the class increased from 60.7% to 85.7%, or an increase of 41.2% from cycle I to cycle II. The implementation of the Everyone Is A Teacher Here learning method can improve students' learning outcomes in the teaching and learning process of conflict, violence, and peace materials. With an initial average score of 64.5, it increased to an average score of 74.5. This indicates a learning improvement of 15.5%. Learning completeness in the class increased from 60.7% to 85.7%, or an increase of 41.2% from cycle I to cycle II.

CONCLUSION

Based on the active learning method Everyone Is Teacher Here, there are several things that need to be done as efforts, including this research has proven that the implementation of the active learning method Everyone Is Teacher Here on the subject of conflict, violence, and peace in sociology subjects has made a significant contribution to the success of improving student learning outcomes. However, because active learning Everyone Is Teacher Here is still relatively new, it is necessary to provide training for Sociology teachers at SMA Negeri 2 Menyuke. It is hoped that in the future, teachers will be accustomed to using the active learning method Everyone Is Teacher Here. For students, the application of the active learning method Everyone Is Teacher Here in the starter and filling system of learning is able to stimulate students to ask and answer questions and increase positive student activities in the learning process, thus improving learning outcomes.
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