

DIFFERENCES IN CLASS XI STUDENTS' LEARNING RESULTS IN SOCIOLOGY SUBJECTS USING THE WORD SQUARE LEARNING MODEL WITH THE LECTURE LEARNING MODEL SMA NEGERI 4 JEMBER

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ABSTRACT

The Sociology learning process carried out at SMA Negeri 4 has problems related to the learning process which still uses the lecture method, so students tend to be passive in the classroom. This resulted in less than optimal student learning outcomes. One alternative to encourage students to have better learning outcomes is the application of the Word Square learning model. The population in this study were students of class XI IPS SMA Negeri 4 Jember. The research sample was class XI IPS-2 as the experimental group and class XI IPS-1 as the control group with 37 students each. Sampling using the Cluster Random Sampling technique. The data collection methods used include: tests and documents. The results of the research from the t-test $2,414 > 1.67$, there are differences in learning outcomes between the experimental group using the Word Square learning model and the control group using the lecture learning model. The average learning outcome of the experimental group is 78.23, which is greater than that of the control group, which is 74.02, this means that the learning outcome of the experimental group is greater than that of the control group. From the results of observations of students on average, it shows that student learning outcomes have increased. This means that students like the learning process that applies the Word Square learning model in the learning process

Keywords: Word Square Learning Model, Lecture Learning Model, Learning Outcomes



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INTRODUCTION

Education is one of the important factors in the development of a nation. The rapid development of science and technology requires a nation to improve the quality of education in order to compete with other nations in the world. Various efforts can be made, including training and upgrading to improve the quality of teachers, improving the curriculum, repairing and adding facilities and infrastructure, adding learning resources, especially textbooks and others. In an effort to deliver teaching to their students, teachers use various methods or what is also known as a method. There are teachers who continuously only use one particular method, there are also those who creatively make variations and combinations between the various teaching methods they know. In addition, teachers must have comprehensive knowledge of various teaching methods to be able to make the teaching given to their students more effective. In its implementation in the field, schools in the teaching and learning process have their own methods or methods that are adapted to the abilities of the schools. There are schools that have implemented modern learning methods, some are still using conventional methods. The Word Square learning model is a learning model that combines crossword puzzles but the difference is that the answers are already there but are disguised by adding additional boxes with any

disguised letters / numbers or distractors. The purpose of distracting letters/numbers is not to make it difficult for students but to practice careful and critical attitudes. In using the Word Square learning model, the learning process is carried out in a pleasant atmosphere because the Word Square learning model is designed like a disguised word search game so that students in studying sociology do not feel bored, can think more deeply about the material provided and they find the benefits of what they learn to apply in their daily lives (Widodo, 2009. Word Square Learning Model. <http://wordpress.com>).

Based on the researcher's observations, the Sociology learning process that had been carried out at SMA Negeri 4 Jember, found several problems, including: the Sociology learning process that was applied was still using the lecture model, so that students only acted passively while the teacher was active. Here the teacher must have a great responsibility in the implementation of the learning process, namely how the lesson material delivered by the teacher can be mastered by the students completely. This is a fairly difficult problem that is felt by teachers and demands a teacher's professionalism and competence in teaching abilities. As stated by Djamarah and Zain, the difficulty is not only because students are individual beings with all their uniqueness, but they are also social beings with different backgrounds. There are at least three aspects that distinguish students from one another, namely intellectual, psychological, and biological aspects (Djamarah and Zain, 2006: 28). These three aspects are recognized as the root of the problem that gives birth to the varied attitudes and behavior of students in schools. It also becomes quite a heavy task for teachers in managing the class well. Due to the failure to manage the class, teaching goals are difficult to achieve. The monotonous and unidirectional learning conditions cause students' attention to the learning material not to be focused. Students only take notes that are delivered by the teacher. And the learning resources used are still lacking, namely using only textbooks or textbooks. Following up on some of the problems above can lead to low quality. Following up on some of the problems above can lead to low quality of the process and graduation from the learning system. Students are more likely not to focus on what is conveyed by the teacher, this happens because the teacher uses more conventional methods, namely varied lectures, so students feel bored more quickly. For this reason, the development of teaching variations needs to be carried out by the teacher. In developing variations of teaching, of course, it is not arbitrary, but there is a goal to be achieved, namely improving and maintaining students' attention to the relevance of the teaching and learning process, providing opportunities for motivation to function, forming positive attitudes towards teachers and schools, providing possibilities for individual learning options and facilities, and encouraging students to learn. In teaching and learning activities, the selection of learning models is an initial strategy in achieving an optimal learning process which will ultimately have an impact on learning achievement. The learning objectives of learning will be achieved if using the right learning model in accordance with the success standards that have been set. There are various learning models that can be used in teaching and learning activities, one of which is the Word Square learning model.

METHODS

This research was conducted in class XI IPS-1 and XI IPS-2 SMAN 4 Jember, which is located in Patrang Village, Patrang District, Jember Regency. The sample is part or representative of the population studied (Arikunto, 2004: 131). Taking into account the limited time, energy and available costs, this research uses a sample study. New sample research may be carried out if the condition of the subject in the population is completely homogeneous (the same).

The sampling technique used in this study is Cluster Random Sampling, in which the sample group is taken randomly, that is, two classes were randomly selected as samples, namely the experimental class and the control class. From the Cluster Random Sampling technique, the selected class is XI IPS-2, which

consists of 37 as the experimental class and XI IPS-1, which consists of 37 as the control class. This is because the two classes have relatively the same characteristics, namely:

1. Students receive material based on the same curriculum.
2. Students who are the object of research sit in the same class.
3. Students get the same lesson time.

The selected samples can be seen in table 3. Table 3. Samples for class XI IPS-2 and class XI IPS-1

No. Class Number of Students Remarks

1. XI IPS-2 37 Experimental class
2. XI IPS-1 37 Control class

Source: Administrative Documents of SMA Negeri 4 Jember

This experimental research was carried out by the researcher himself using the Word Square learning model. The learning process in class XI IPS-2 as an experimental group used the Word Square learning model. The material given is Conflict and Social Integration material which is held in four meetings with 8 hours of lessons. In the learning process, the first steps are to prepare learning tools such as Learning Implementation Plans (RPP), then in this learning the teacher gives an apperception (prefix) to determine the extent of students' knowledge about the material on Conflict and Social Integration and its impact on society. Next, the teacher gives an explanation orally using Power Point, students are asked to summarize the material that has been explained and present it. The next activity the teacher gave questions about the material Conflict and Social Integration in the form of Word Square and students were asked to come forward and read the questions then the students answered by giving color to the answers that were already available. Here the researchers applied the Word square learning model as a variation in the learning process. with the hope that students are more interested and enthusiastic in working on the questions given and attract students' interest in learning Sociology. In the application of the Word Square learning model the researchers took data on student learning outcomes which in the evaluation of the questions given were in the form of an objective test, namely multiple choice with four answer choices. The learning process using the Word Square learning model and lectures has a different impact on student learning outcomes. Based on the data obtained, it shows that the average learning outcome of the experimental group using the Word Square learning model is 78.2, while the average learning outcome of the control group using the lecture learning model is 74.0. Based on the t-test obtained $2.414 > 1.67$ which means there is a difference in learning outcomes between the experimental group and the control group. The difference in learning outcomes is reinforced by the results of research by Alphius (2010) on the study of Word Square and Scrable games as an innovative learning method to improve student learning outcomes in class X.

In this design a group of subjects taken from a certain population are grouped into two groups, namely the experimental group and the control group. The experimental group was subjected to certain treatment variables within a certain period of time. Then both groups were subjected to the same measurements. The differences that arise are considered to be sourced from the treatment variables. This design can be described as in the table below.

Table 4. Research Design

Class	Initial Condition	Treatment	Learning Outcome Test

Eksperimen		X	
Kontrol		Y	

Sumber : Prosedur Penelitian (Arikunto, 2007: 3)
 Information :

X = Learning using the WordSquare model

Y = Learning by using the lecture model

= Initial condition of both groups

= Student learning outcomes test

To test the similarity of two variances, the following formula is used:

The pairs of hypotheses tested are:

$$F = \frac{\text{Varians terbesar}}{\text{Variansterkecil}}$$

Ho: = Ha:

Test criteria Ho is accepted if $<$ with
 : 5 % (Sudjana, 2001: 273).

The criteria for the two groups to have the same variance are the criteria if $<$. From the calculation of the initial value data between the experimental group and the control group, it was obtained that the group. The experimental group was 115.92 and the control group was 135.76 so that the result was 1.171. For a significant level of 5% with dk in the numerator of 36 and dk in the denominator of 36, the result is 1.94. The criteria for testing Ho are accepted if Because it is proven then Ho is accepted, which means that the experimental group and the control group have the same variance. For more details see table 5.

Table 5. Analysis of Similarity Test Results of Two Variances of Initial Value Data

between Experiment Group and Control Group

Group		Dk			Criteria
Eksperimen	115,92	36	1,171	1,94	Variance the same one
Kontrol	135,76				

Source: Calculation of the Similarity Test of Two Variances of Initial Value Data between the Experimental Group and the Control Group

RESULTS AND DISCUSSION

The research results obtained after conducting a whole series of research on teaching and learning activities using the Word Square learning model and lectures will be presented in the following discussion which describes the learning outcomes achieved and the differences in learning outcomes for Sociology subjects.1. Learning by Using the Word Square Learning Model The learning carried out in the experimental class is the Word Square learning model. Word square learning model is one of the many learning models that can be used by teachers in achieving learning objectives. This learning model is a teaching and learning activity where the teacher gives questions that must be answered by students by giving the color they want in the answer box that has been provided. The learning

outcomes achieved by students obtained an average of 78.2 in the experimental group student learning outcomes in Sociology subjects between teaching and learning activities using the Word Square learning model and the lecture learning model for class XI students. SMA Negeri 4 Jember on the subject of Conflict and Social Integration. Use of learning models The learning involves students actively in answering questions, carried out in a pleasant atmosphere because students in answering questions can choose the colors they want so that students feel interested in paying attention to the subject matter and to encourage students' understanding of the subject matter. In addition, the decrease in the number of students who are sleepy during the teaching and learning process is due to the game element contained in the Word Square learning model. Based on the research results from this experimental study, as well as reinforced by the research results of Alphius (2010), it can be scientifically proven that the Word Square learning model in learning will have a better impact on student learning outcomes. The teacher's accuracy in determining the learning model is one of the main components in learning which not only supports the achievement of learning outcomes, but has overall implications for the ability of students to master and apply the knowledge gained during the learning activities, where learning in the experimental group is significantly better than the control group because the activeness of students in the experimental group is higher.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that, the learning outcomes of students in Sociology subjects who use the Word Square learning model on the subject of Conflict and Social Integration are 78.2. This shows that student learning outcomes in the experimental group are better because students have direct involvement to be active in learning activities. Student learning outcomes in Sociology subjects using the lecture learning model on the subject of Conflict and Social Integration are 74.0. This shows that student learning outcomes in the control group are sufficient because on average students are not fully actively involved in learning activities. There are differences in student learning outcomes in Sociology subjects between teaching and learning activities using the Word Square learning model and the lecture learning model for class XI students. SMA Negeri 4 Jember on the subject of Conflict and Social Integration. The use of the Word Square learning model has a better effect or result on student learning outcomes in Sociology subjects than using the lecture learning model, as evidenced by the results of the t-test obtained a value of $2.414 > 1.67$. Sociology subject teachers should be able to master the Word learning model Square, so that with the application of the Word Square learning model students will get better learning outcomes. For students, they should maximize the use of Sociology learning resources both in the school library and using other media (eg newspapers and the internet), because the actual sources of information regarding subjects are: Sociology lessons are found in various library literature and in various media, both print and electronic media. This is as a supporting material for Sociology material apart from the teacher, which is later expected to be used to improve students' insight and learning outcomes.

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