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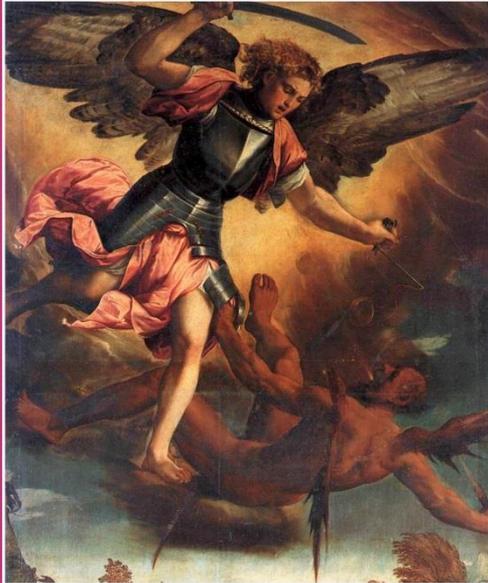
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Effectiveness of Social Studies Learning in Elementary School Using Strategy of Everyone is a Teacher Here (EiTH)

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Abstract

This study aims to examine the effectiveness of the learning strategy of everyone is a teacher here (EiTH) in increasing the learning activities of elementary students in social studies learning. In more detail, this article will reveal what types of learning activities increase when students are given learning using EiTH strategies. The research used quasi-experimental method. This study involved two classes of fifth-grade students of SD Negeri Ciruas 4, Serang City, Banten Province, with a total of 30, respectively. The results showed that out of 10 student activities observed during learning, 4 student activities improved well when using EiTH learning strategies, namely: asking questions, expressing opinions, actively participating in group discussions, and concluding the learning that had been done. This strengthens the recommendation that to improve student learning activities, EiTH learning strategies were considered effective.

Keywords: learning activities, everyone is a teacher here, social studies learning, elementary school

Efectividad Del Aprendizaje De Estudios Sociales En La Escuela Primaria Usando La Estrategia De Todos Es Un Maestro Aquí (EiTH)

Resumen

Este estudio tiene como objetivo examinar la efectividad de la estrategia de aprendizaje de todos los profesores aquí (EiTH) para aumentar las actividades de aprendizaje de los estudiantes de primaria en el aprendizaje de estudios sociales. Con más detalle, este artículo revelará qué tipos de actividades de aprendizaje aumentan cuando los estudiantes aprenden usando estrategias EiTH. La investigación utilizó el método cuasi-experimental. En este estudio participaron dos clases de estudiantes de quinto grado de SD Negeri Ciruas 4, Serang City, provincia de Banten, con un total de 30, respectivamente. Los resultados mostraron que de 10 actividades estudiantiles observadas durante el aprendizaje, 4 actividades estudiantiles mejoraron bien al usar estrategias de aprendizaje EiTH, a saber: hacer preguntas, expresar opiniones, participar activamente en discusiones grupales y concluir el aprendizaje realizado. Esto fortalece la recomendación de que para mejorar las actividades de aprendizaje de los estudiantes, las estrategias de aprendizaje EiTH se consideraron efectivas.

Palabras clave: actividades de aprendizaje, todos son maestros aquí, aprendizaje de estudios sociales, escuela primaria

INTRODUCTION

Social Sciences Learning (IPS) is very important learning at the level of education, especially at the elementary school level, because social studies are intended to make students good human beings and citizens, as expected by their families, communities, and religions. Social studies learning in elementary schools is intended to develop students' knowledge, attitudes, moral values, and skills to become human beings who are capable of community and have a high social life.

Social studies have a noble task and become an important foundation for the intellectual, emotional, cultural, and social development of students, which can foster ways of thinking, behaving, and behaving responsibly as individuals, citizens, citizens, and citizens of the world. In addition, IPS is also tasked with developing the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude

to correct any inequality, and to be skilled in handling any problems that occur daily both those affecting themselves and those in society (Maryani & Syamsudin, 2009: 3). Thus it is expected to form students who have character and have some moral knowing, moral feeling, and moral action (Astuti & Purbani, 2012: 88)

Social studies learning is more emphasized on developing ideas that are important in understanding, appreciating and applying knowledge in real life. Besides, cognitive learning in social studies is ideal for equipping students with sufficient thinking and problem-solving skills, where students can learn to connect knowledge, beliefs, and attitudes that benefit them both in the classroom and outside the classroom. Therefore ideal social studies learning should be able to activate students when learning so that learning becomes interesting and has good quality so that students more easily understand the material delivered by the teacher.

Besides that, social studies learning has an important role in shaping the nation's character. Because social studies learning has in common with values education or character education, each of which aims to make students as good citizens, they also care about social and environmental problems and have a high sense of nationality. Therefore, revitalization needs to be done by making various efforts. For example, developing an active, participatory and contextual learning process (Sardiman, 2010: 158).

Observation of social studies learning in class V in one of the state elementary schools in the city of Serang with material types of business and economic activities in Indonesia shows that the learning done by teachers is still monotonous and uses direct learning. This has an impact on students being less active in learning activities. Thus student learning activities are low and have an impact on student learning outcomes that are less than optimal. Even though in this social studies learning, students should be involved to be trained to be active and dare to express their opinions.

This reinforces the opinion of Susanto (2013: 155) that in reality there are still many teachers who carry out learning in the field of social studies using lecture and question and answer methods. In such a situation, the role of the teacher and textbooks is still a very important source of learning. Such methods tend to make students more apathetic, both to the subject itself and to social phenomena that occur in society. Thus, a teacher is required to have a combination of diverse learning methods, using methods other than the lecture method, so that the learning atmosphere becomes even better.

Increasing student activity in social studies learning should be a concern

for every elementary teacher. This is because learning activities are very important in the learning process. These activities are needed to encourage students to carry out learning activities. Learning activities will be more fun and easier to understand if students do the learning themselves.

According to Hamalik (2008: 179), learning activities can be defined as various activities provided to learners in teaching and learning situations. This learning activity is designed to enable students to obtain the specified content, especially the aims and objectives of the curriculum can be achieved. According to Sardiman (2011: 100), that learning activities are physical and mental activities. Also, learning activities are activities that are aware of the objectives, namely the occurrence of changes in the whole individual (Kenan, 2014: 69). In line with this opinion, learning activities are the intellectual and emotional involvement of students in teaching and learning activities, assimilation (absorbing) and accommodation (adjusting) cognitive in the achievement of knowledge, actions, and direct experience in the formation of attitudes and values. Based on some of the opinions above it can be concluded that learning activities are all activities carried out by teachers and students when learning so that students become active learners so that learning objectives can be achieved properly.

The joy and activeness of students in learning is an adequate sign to conclude that learning can develop students' abilities (Suherman, Sutapa & Dapan, and 2017: 10). Also, student activeness avoids the teacher's knowledge passively, this is because it can reduce the power of creativity and reasoning power, especially when facing problems that have not been known before or contextual problems that occur in everyday life (Subarinah, 2007: 29). Other studies reveal that learning activities can improve learning outcomes (Andriyansah & Fatimah, 2013: 481) and can increase the activity of doing tasks (Mutaqin, Marethi & Syamsuri, 2016: 140). Therefore, it is necessary to increase the activeness of students in learning. Based on the previous explanation, we need an effort to improve learning to improve student learning activities. One effort that can be done is by applying a model that actively involves students in the learning process by using an active learning model with the strategy everyone is a teacher here (EiTH). The EiTH Strategy is a great way to get class participation as a whole or individually. This model allows every student to act as a teacher for their friends. This learning model is adapted to the objectives to be achieved. These goals include the ability to express opinions, infer, and provide opportunities for students to be actively involved in achieving learning goals. This is done by helping students gradually so they can

make their questions (Suprijono 2015: 129).

The EiTH Strategy is an easy strategy for gaining large class participation and individual responsibility. This strategy provides an opportunity for each student to act as a teacher to other students. This strategy is very appropriate to get class participation as a whole and individually. With this strategy, students who don't want to be involved will actively participate in learning. According to Suprijono (2015: 129), the EiTH strategy is the right way to get class participation as a whole or individually. This model allows each student to act as a teacher for their friends. Besides, there is also an opinion that the method of learning everyone is a teacher here is one of the methods supporting the development of cooperative learning that stimulates students to be active in the classroom and listen to all the teacher's explanations.

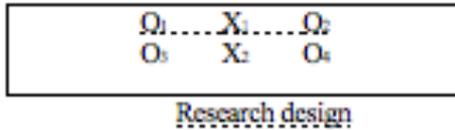
The application of EiTH learning in social studies has been carried out by several researchers, both at the elementary school level (Amalia & Setiyani, 2014: 69; Suryani, 2018: 239; Utami, Untari & Wardana, 2017: 28) and secondary schools (Aryaniningrum, 2015: 798). Research by Amalia and Setiyani (2014: 69) results in the conclusion that the application of the EiTH strategy increases the average student motivation to reach 82.67%. Also, learning with the EiTH strategy can influence elementary student learning outcomes. Learning by applying the EiTH strategy to the cooperative learning model gets positive responses from students so that it is feasible to be applied by the teacher (Yusuf, 2018: 29; Raminah, Marli & Asran, 2015: 11). From this explanation, it can be concluded that the EiTH Strategy is a strategy in active learning that makes every student a teacher so that each student has the opportunity to speak in front of the class like a teacher.

This study aims to test the effectiveness of the EiTH strategy in increasing elementary student activities in social studies learning. In more detail, this article will reveal what types of activities increase when students are given learning with the EiTH strategy.

METHOD

The research method used in this study is quasi-experimental. According to Sugiyono (2015: 116), quasi-experimental research is a study that has a control group, but it cannot function fully to control external variables that influence the conduct of the experiment. The quasi-experimental design used was using the nonequivalent control group design (Sugiyono, 2015: 116). The quasi-experimental design looks at the differences before and after observation between the experimental class and the control class which

are not randomly selected.



Information:

O1: initial observation of the experimental class

O2: final observation of the experimental class

O3: initial observation of the control class

O4: final observation of the control class

X1: treatment in the form of EiTH strategy learning models.

X2: treatment in the form of direct learning

...: subject is not chosen randomly

The research involved fifth grade students of Ciruas 4 Elementary Elementary School, Ciruas District, Serang Regency, Banten Province, with 30 students in the VA and VB classes. In conducting research, researchers determine the selected VA class as a control class that applies a direct learning model in learning and VB class as an experimental class that applies the learning model everyone is a teacher here in the learning process. The reason researchers used this technique are as follows: 1) The subject taken was one of the high classes; 2) The condition of the school makes it possible to carry out experiments in the class; 3) The policy of the school to be the object of research; 4) Time and cost limitations.

Data collection techniques in this study used test and non-test techniques. The test consists of pre-test and post-test. Pre-test is done to retrieve data about the initial abilities of students both the control class and the experimental class. While the post-test is conducted at the end of the meeting to find out the student's final ability after the learning activities take place. The instruments given in the control class and the experimental class were tested for validity and reliability.

Logical validity is intended to consider evaluation tools based on evaluators. On logical validity this is done by the teacher, and one of the lecturers. The empirical validity using Pearson coefficient which on average obtained a correlation of 0.47. While the reliability of the learning outcomes instrument was carried out using the Cronbach Alpha formula with a yield of 0.91.

Besides, assessment or evaluation of student learning outcomes can be done by systematic observation (observation), conducting interviews, and checking documents. Observation is a data collection technique by observing directly or not about the things that are observed and recorded them on the observation tool. The things observed are symptoms of behavior, living things, or inanimate objects (Sanjaya, 2013: 271). This data collection technique is done using the senses directly, using the observation sheet format containing several observed behavioral indicators.

This research observation was used to assess student learning activities in class. Research uses structured observation. According to Sugiyono (2015: 205) explains that “structured observation is an observation that has been systematically designed about what will be observed, when and where it is place”. This study uses observation guidelines in the form of a check (checklist). The observations on students studied are: 1) pay attention to teacher explanations (A1), 2) observe the media provided by the teacher (A2), 3) ask questions (A3), 4) answer questions from the teacher (A4), 5) express opinions (A5), 6) actively participate in group discussions (A6), 7) work on assignments given by the teacher (A7), 8) be enthusiastic in participating in all stages of learning (A8), 9) enthusiasm in attending presentations (A9), and 10) concludes the learning that has been done (A10) (Wakhidiani, 2017: 50).

RESEARCH RESULTS AND DISCUSSION

The data in this study are based on test data and initial and final observations on social studies learning in the VA class as the control class and the VB class as an experimental class that applies the EiTH learning strategy. The material given to the experimental class was the same as the material given to the control class, which respected the role of warrior figures and the community in preparing and maintaining Indonesian independence. The learning process is carried out in every class for two meetings.

At the beginning of learning the teacher together with students pray to start learning activities. Then the teacher asks how the students are doing and asks students for readiness while giving motivation to students to learn and proceed with checking the attendance of students. In the experimental class, the teacher first explores the knowledge that students already have by asking students questions about efforts to prepare for Indonesian independence. Then the teacher goes on to explain the material regarding efforts to prepare for Indonesian independence until students can understand the material well. In learning this EiTH strategy, the teacher does 8 stages. In the first stage, the teacher distributes a piece of paper to each student.

And the teacher makes sure that all students get the same paper. Next, in the second stage, the teacher asks students to write a question from the material that has been submitted, which is about efforts to prepare for Indonesian independence. The teacher checks and makes sure all students must make one question.

In the third stage, the teacher asks students to collect the questions on the front desk of each row, then the teacher takes the paper and randomizes it before giving it back to the students, so that no one student accepts the questions they made themselves. After being randomized, the teacher shares the question with students.

In the fourth stage, the teacher asks students to read and answer the questions they get. The teacher gives students 10 minutes to answer the question.

In the fifth stage, after all students have answered their questions, the teacher asks one of the students to read the questions and answers, then the teacher asks the other students to respond to the answers given by their friends and read out to the class. And so on until the learning time is over. During the learning activities taking place, from the preliminary to the closing activities, some students follow each of the learning steps in an orderly manner even though when they want to read questions and answers they have the classroom atmosphere becomes noisy because the students scramble to advance first. But in general, learning using the EITH strategy went well.

As for the control class, the teacher is more dominating (teacher centered) in the class. The learning process is more focused on the process of transferring the knowledge held by the teacher to students using only the lecture, question and answer, and assignment methods. Teachers tend to explain more learning material so that the activities of students in the control class in the learning process tend to be more passive because there is no interaction process.

Table 1 below summarizes the learning outcomes obtained by students regarding subject matter in the form of knowledge about respecting the role of warrior figures and the community in preparing and maintaining Indonesian independence. Learning outcomes in question are the final results to be obtained by students to measure the abilities of students both cognitive abilities at the end of each learning. Descriptively, it appears the average value of pre-research learning activities between the experimental class and the control class is not much different. Whereas the average value of learning activities when research shows that the experimental class and the

control class have different mean values, ie the average value of learning activities in the experimental class is higher than the control class. Student learning outcomes data obtained from pre-test and post-test data. The questions given during the pre-test and post-test are the same questions consisting of 10 items in the form of a description. The percentage of the results of the average pre-test and post-test scores in the experimental class and the control class indicate that the average value of the pre-test between the experimental class and the control class is not much different. Whereas the average post-test value shows that the experimental class and the control class have different mean values, namely the average post-test value in the experimental class is higher than the control class. Also, it appears that the control class is relatively greater in diversity. Compared to the experimental class.

Table 1
Statistik Deskriptif Nilai Pre-Test dan Post-Test

Statistics	Experimentation Class		Control class	
	Pre-test	Post-test	Pre-test	Post-test
The number of students	30	30	30	30
Maximum Value	57,5	100	62,5	85
Minimum Value	32,5	65	30	32,5
Average	44,16	89,1	45,1	52,4
Standard Deviation	6,55	10,55	8,53	11,90
Variance	49,28	111,45	72,86	141,74

To statistically test for inference, a test of requirements is needed, namely the normality test and the homogeneity test. The normality test that the researchers used was Chi Square (X^2) with a significant level = 0.05 and free degrees of $k-1$ (k is the number of interval classes). After calculating Chi Square (X^2), the next step is to compare the price of X^2 calculated with X^2 table. If $X^2 \text{ count} \geq X^2_{table}$ is complete, then the data distribution is not Normal. Whereas if $X^2 \text{ counts} \leq X^2_{table}$, then the data distribution is normal.

The average value of the pre-test in the experimental class and the control class is not much different so that it can be concluded that the pre-test results obtained from the initial ability of the two classes were not significant differences. This shows that the test results of the two classes in the initial

data are relatively the same. Based on calculations conducted by researchers showed that the experimental class X2 results were smaller than X2 table, which is 3.268 11.070 so that the data in the experimental class was normal. Just as the control class has an X2 count smaller than the X2 table, which is 7,611 11,070 so that in the control class the data can be said to spread normally.

Likewise, post-test data on the experimental and control classes. Based on the calculations carried out shows that the experimental class X2 results are smaller than X2 table, which is 7.994 11.070 so that the data in the experimental class is normal. Just as the control class has an X2count smaller than X2table, which is 3,421 11,070 so the control class is said to be normal.

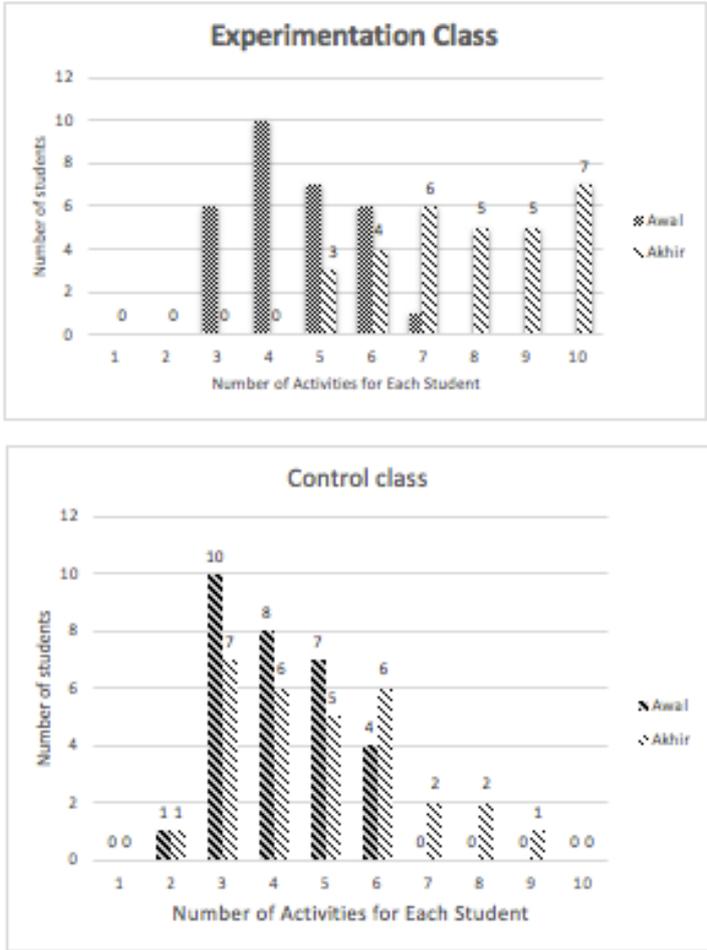
After conducting a series of normality tests, the second step is to test the homogeneity of the variance between the experimental class and the control class with the F test, this F test is performed to determine whether the data distribution comes from a homogeneous population or not, by comparing the F calculated with F table. If $F_{count} \geq F_{table}$, the variance is not homogeneous. Whereas if $F_{count} \leq F_{table}$, the variance is homogeneous. Homogeneity test results on the pre-test that is Fcount smaller than Ftable or 1.69 1.86 so that it can be said pre-test comes from a homogeneous population. The homogeneity test results on the post-test are Fcount smaller than Ftable or 0.78 1.86 so it can be said that the post-test comes from a homogeneous population.

The results of the normality and homogeneity tests of the experimental class and the control class are normally distributed and homogeneous, then the next t-test is performed with $\alpha = 0.05$. The results of the two-party t-test show that t-count t table or 7.59 2.00 there is a difference between the learning outcomes of experimental class students and the learning outcomes of control class students in social studies subjects. To ensure that the experimental class learning outcomes are superior, the next step is done by calculating the right-side t-test with $\alpha = 0.05$. After testing the right party on the post-test, it was found that t arithmetic t table or 7.59 1.67, then H_a was accepted and H_o was rejected. Thus, the learning outcomes of students who apply the EiTH learning model are better than students who apply the direct learning model.

Figure 1 below is a distribution of the number of activities carried out per student in the learning. There are 10 activities observed, namely: 1) paying attention to the teacher's explanation, 2) observing the media provided by the teacher, 3) asking questions, 4) answering questions from the teacher,

5) expressing opinions, 6) actively participating in group discussions, 7) doing assignments given by the teacher, 8) enthusiastic in participating in all stages of learning, 9) enthusiasm in attending the presentation, and 10) summarizing the learning that has been done. Visually, the increase can be explained descriptively in Figure 1 below.

Figure 1. Distribution of Number of Activities Each Student in Learning



Based on Figure 1, information can be obtained that the range of the number of student activities in the experimental class increased from 3-7 activities to 5-10 activities. As for the control class, the range of student

activities has changed from 2-6 activities to 2-9 activities. Although both learning have increased, but in the experimental class increased higher. This shows that the experimental class using the EiTH strategy was able to increase the number of activities carried out by students during class learning.

In EiTH learning, it is clear that student activities are increasing in doing the assignments given by the teacher, enthusiastic in participating in all stages of learning, enthusiastic in attending presentations, and concluding learning that has been done.

The increase in learning activities seen in Figure 1, is the implication of implementing teacher activities asking students to collect their questions at the front desk of each row. Then the teacher takes the paper and shuffles it before giving it back to the students, so that not even one student accepts the questions they made themselves. After being randomized, the teacher shares the question with students. This activity is a stage in the EiTH strategy. With students being asked to make questions, new students' activities increase. This is in line with research by Amalia and Setiyani (2014) related to student motivation when learning with the EiTH strategy.

Besides, teacher activities that can increase student activity are the teacher asking students to read and answer the questions they get. This indication is in line with what has been revealed by Yusuf (2018) and Raminah, Marli and Asran (2015).

Table 2 below provides information on how much increased student activity has been gained by learning with the EiTH strategy. Based on Table 2, the data obtained that on average the EiTH strategy was able to increase activities by 3-4 new activities. As for the lecture learning can only increase one activity.

Also, learning with the EiTH strategy can increase the number of student activities by 4 times. It appears that if using EiTH strategies, an activity increase of 3.33 is obtained. However, if you use ordinary learning only 0.80.

Table 2 also provides information that more students in the control class did not experience an increase in activity. As many as 70% in the control class compared to only about 26% in the experimental class.

Table 2

Distribution of Number of Students Who Have Increased Activities

No.	The amount of increase in student activity	Experimentation Class	Control class
1	0 activity	8	21
2	1 activity	0	1
3	2 activities	1	3
4	3 activities	3	3
5	4 activities	6	2
6	5 activities	7	0
7	6 activities	5	0
Average		3.33	0.80

Based on the following Table 3, the increased learning activities in the control class are A2 (observing the media provided by the teacher), A4 (answering questions from the teacher), A7 (doing the assignment given by the teacher) and A9 (enthusiasm in following the presentation). The learning activities that decreased in the control class are A3 (asking questions), A5 (expressing opinions), A6 (actively participating in group discussions), A8 (enthusiastic in following all stages of learning) and A10 (summarizing the learning that has been done).

While the increased learning activities in the experimental class are A3 (asking questions), A4 (answering questions from the teacher), A5 (expressing opinions), A6 (actively participating in group discussions), A7 (working on assignments given by the teacher), A9 (enthusiasm in following the presentation) and A10 (summarizing the learning that has been done). And decreased learning activities in the experimental class are A2 (observing the media provided by the teacher) and A8 (enthusiastic in following all stages of learning). This shows that activities A3 (asking questions), A5 (expressing opinions), A6 (actively participating in group discussions) and A10 (concluding learning that has been done) are activities that arise in students when learning with the EiTH strateg

Table 3

Distribution of the Number (Percentage) of Students Conducting Learning Activities

No.	Types of Classroom Learning Activities	Control class		Experimentation Class	
		Before	After	Before	After
1	Pay attention to the teacher's explanation (A1)	30	30	30	30
2	Observe the media provided by the teacher (A2)	26	30	26	24
3	Asking questions (A3)	16	10	16	20
4	Answering questions from the teacher (A4)	8	10	8	22
5	Express opinions (A5)	8	5	8	25
6	Actively following group discussions (A6)	7	6	7	27
7	Work on assignments given by the teacher (A7)	7	15	7	27
8	Enthusiastic in participating in all stages of learning (A8)	25	22	25	24
9	Passion in participating in the presentation (A9)	6	17	6	26
10	Summing up the learning that has been done (A10)	3	2	3	11
Average		13.6	14.7	13.6	23.6

Of the 10 student activities observed during learning, 4 student activities improve well when using the EiTH strategy, namely: asking questions, expressing opinions, actively participating in group discussions, and concluding learning that has been done. The activeness of these students supports that the EiTH strategy avoids passive teacher knowledge (Subarinah, 2007). Thus, this strategy can increase the power of creativity and reasoning power, especially when facing problems that have not been known before or contextual problems that occur in everyday life.

Also, based on empirical data, it can be seen that the activity of observing media provided by the teacher decreases. This is in line with Suryani (2018) and Utami, Untari and Wardana (2017) that with the EiTH strategy students are engineered for active learning or active learning.

The reflection of the researcher raises the thought that social studies learning is very important learning at the level of education especially at the elementary school level because social studies education is intended so that students become good human beings and citizens, as expected by themselves, parents, society, and religion, with A rather different emphasis says that social studies learning in elementary schools is basically intended to develop students' knowledge, attitudes, moral values, and skills in order to become human beings who are capable of community and have a high social life. Social studies subjects can be seen as an educational program which is a whole that primarily concerns people in the physical natural environment, as well as in their social environment and whose material is

taken from various social sciences. By learning this IPS students should get valuable knowledge in understanding themselves and other people in different communities in different places and times, both individually and in groups. To find its interests that can eventually form a good and harmonious society. Therefore ideal social studies learning should be able to activate students when learning so that learning becomes interesting and has good quality so that students more easily understand the material delivered by the teacher.

However, Susanto (2013: 155) believes that in reality there are still many teachers who carry out learning in the field of social studies using lecture and question and answer methods. In such a situation, the role of the teacher and the textbooks is still the main source of learning. Methods like this tend to make students more apathetic, both to the subject itself and to the social phenomena that occur in society. Thus, a teacher is required to have a combination of diverse learning methods, using methods other than the lecture method, so that the learning atmosphere becomes even better. One way that can be used is to solve the problem by applying an active learning model, EiTH, to get students active in the learning process so that learning activities and student learning outcomes in class can be even better.

In EiTH learning, the principles of choosing a IPS learning method can be accommodated. The application of EiTH learning proves that EiTH learning is centered on students to achieve the expected competencies. Besides, students become the subject of learning so that the involvement of their activities in learning is high. And the teacher's job is to design learning activities so that there is space and time for students to learn actively in achieving their competence. EiTH learning is also carried out from the perspective of the individual uniqueness of each student. In a sense, in the application of learning, students have diverse characteristics, potential, and speed of learning. Therefore, in a class with a certain number of students, teachers need to provide individual services to get to know and develop their students.

Also, the empirical fact of this study is that EiTH can increase student learning activities. Learning requires an activity, because without the activity the learning process might not take place properly. In the process of learning activities must involve all aspects of students, both physical and spiritual so that changes in behavior can change quickly, precisely, easily, and correctly, both related to cognitive, affective, and psychomotor aspects.

Learning activities are very important in the learning process, activities

are needed to encourage students to carry out learning activities. Learning activities will be more fun and easier to understand if students do the learning themselves. In line with Hamalik (2008: 179) learning activities can be defined as various activities given to learners in teaching and learning situations. This learning activity is designed to enable students to obtain the specified content, especially the aims and objectives of the curriculum can be achieved. This is in line with the opinion of Sardiman (2012: 100) that learning activities are physical and mental activities. In the second learning activity it must always be related. In essence, it can be concluded that EiTH learning can improve learning activities. In a sense, all activities carried out by teachers and students when learning so that students become active learners so that learning objectives can be achieved properly.

The circumstances of this study indicate that activities in schools are quite complex and varied. If various kinds of activities can be created in schools, of course schools will be more dynamic, not boring and become the center of maximum learning activities and will even smoothen their role as centers and cultural transformation. But on the contrary these are all challenges that demand answers from the teachers. Teacher creativity is necessary to plan very varied student activities.

The learning activities in this study were grown by: 1) Creating learning that gave rise to student activities and participation so that students became active learners, 2) Providing opportunities for students to dare to speak in front of the class and express their opinions, 3) Provide motivation and attract students' attention, 4) Provide stimulus to students, and 5) Provide feedback to students.

This study is in line with the opinion of Musnaeni and Nasaruddin (2016: 18) which states that EiTH learning has advantages that arise in the conduct of this research, including: 1) Questions can attract and focus students' attention, even when students are noisy, and those who are sleepy become fresh, 2) Stimulate students to train and develop thinking power, including memory and understanding, and 3) Developing students' courage and skills in answering and expressing opinions. In addition, there are also deficiencies that occur in this study, namely: 1) Requires a lot of time to solve problems in classes that have a large number of students, 2) Students feel afraid to express their opinions if the teacher is less able to encourage students to be brave, with create an atmosphere that is not tense, and 3) It is not easy to make questions that fit the level of thinking and easy to understand students.

The EiTH learning apparatus makes it easy for students to get great class

participation and individual responsibility. Learning this model provides an opportunity for each student to act as a teacher of other participants. In line with the opinions of Raminah, Marli, and Asran (2015: 12) which suggests that the EiTH learning model is a very appropriate strategy to get class participation as a whole and individually. This strategy provides an opportunity for each student to act as a teacher for his friends.

CONCLUSION

Based on the discussion above, the effectiveness of the strategy everyone is a teacher here (EiTH) can improve learning outcomes and learning activities in elementary school classrooms in social studies learning. Of the 10 student learning activities observed during learning, 4 student activities increase well when using the EiTH strategy, namely: asking questions, expressing opinions, actively participating in group discussions, and concluding learning that has been done. This student activity supports that the EiTH strategy passively avoids teacher knowledge. Also, the EiTH strategy will engineer learning in the classroom so that active learning or active learning takes place. This reinforces the recommendation that to improve student learning activities, the EiTH learning strategy is considered effective.

Learning activities and social studies learning outcomes of fifth grade students at SD Negeri Ciruas 4 can be better by implementing EiTH learning. EiTH learning components can activate students because each student must appear in front of the class to convey the learning outcomes obtained. Based on the results of this study, it was concluded that there were differences in learning activities and student learning outcomes in social studies subjects using the EiTH learning model and students applying the direct learning model.

It is expected that the teacher knows to apply this EiTH learning so that learning activities are fun and can increase student learning activities, which can empirically increase student learning activities so that student learning outcomes become better. For Schools, it is recommended that schools hold socialization to teachers about the importance of the learning model used, to reduce conventional activities to make students more actively participating during the learning process so that students are not only recipients of information from the teacher.

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