

Application of Listening Team Learning Models in Improving Sociological Learning Outcomes

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Abstract: The main problem of research is whether the application of the listening team learning model can improve the sociology learning outcomes of the material values and social norms in class X students of Madrasah Aliyah Muhammadiyah Enrekang. This research is a Classroom Action Research (PTK) which is divided into two cycles with 4 stages, namely: planning, acting, observing, and reflecting repeatedly. This research was conducted at Madrasah Aliyah Muhammadiyah Enrekang. The object of the research was the students of class X Madrasah Aliyah Muhammadiyah Enrekang for the 2019/2020 academic year with a total of 20 students, consisting of 7 male students and 13 female students. The results showed that: 1) Sociology learning outcomes increased through the listening team learning model from the first cycle in the category with a very low score of 15%, a low score of 55%, and a moderate score of 30%. Sociology learning outcomes in cycle II are in the category of medium score 60% and high score 25%, and very high score 15%. 2) The results of the qualitative analysis show that there are changes that occur in students' attitudes during the learning process by the results of observations, namely the application of the listening team learning model on material values and social norms can improve student learning outcomes, student interest in learning and can increase student attendance.

Keywords: listening team, learning model, learning outcomes

Education regulated in Law Number 20 the Year 2003 regarding the system of National Education Article 3 says the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials to become a man who believes and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Kemendikbud, 2017).

Teachers play an important role in promoting quality education, learning skills and knowledge are directly related to the quality of education (Hyejin, B 2019). The teacher is a strategic point in educational campaigns (Jhon, 1904). Good teachers can find the essence of a problem in learning and find a solution (Ziegler, 2018). Teachers have complete control in the classroom which has a direct impact on students (Richardson, 2017).

The use of the appropriate form, which must essentially be appropriate for the subject being addressed, has received particular consideration from both the school's principal and the teachers themselves. All approaches may be

used to study a multicultural society, but the ideas that are implanted must be correct. to have There are several examples where the LKS approach is needed to be taught to students assignment sheet that will be completed is jam-packed with key concepts. As a result, LKS plays a part in helping students improve their learning outcomes. As a result, the implementation is a work in progress that must be performed in a continuous, objective, and systematic manner (Ermi, N, 2016)

Learning objectives are not achieved easily. The activities of teachers and students as the main actors in teaching and learning activities must be carried out to achieve learning objectives. Teachers should be able to raise the motivation, provoke the creativity of learners da create learning activities that can take place effectively (Matondang, 2017).

Internal factors and external factors influence learning. Internal factors, including intelligence, attention, and interests. External factors, including family aspects, and school aspects. Aspects of the school consist of teaching methods, teacher-student relationships, and discipline. Unsuitable teaching models, methods, media, techniques, and tactics affect student learning processes and outcomes. So that the

learning device is made as attractive as possible and implemented according to the plan to ensure that students can learn well. In addition, teachers who do not interact educatively with students can be ensured that the teaching and learning process is running less smoothly. (Hapnita, Abdullah, Gusmareta, & Rizal, 2018).

Discipline of students in historical learning is a very important thing to note, discipline when teaching and learning in the classroom is one indicator of success in education. Discipline Problems in historical learning are historical learning models that tend to be conventional which are still not able to improve student discipline in learning, To overcome the Problems of Discipline learning history needs to be applied Learning Model Accounts Teams improve the discipline of Learning in students (Apdelmi, 2019)

Based on these problems, teachers need to use the right learning model, which is a model that is able to make all students involved in a learning atmosphere that is harmonized with the development of appropriate learning media as learning materials. Teachers are required to use a learning model that invites students to be actively involved in learning so that it can improve student achievement (Yuli & Tri, Astuti, 2015). One of the learning models that have proven to be effective is the Listening Team type of cooperative learning model (Rina 2016; Upik and Sore 2017). The Listening Team type of cooperative learning model is a learning model that helps students to stay focused and concentrated by forming groups of students who have certain tasks and responsibilities related to the subject matter.

Cooperative Learning improves students' learning and assists them in their progress as young people. Academic achievement (ability to apply and appreciate content), interpersonal skill growth and interactions (communication skills and/or peer relations), increased involvement (engagement in learning tasks), and an improvement in young people's psychological wellbeing (self-esteem) are all recorded learning results of Cooperative Learning in these studies and evaluations (Azizan et al., 2017; Casey & Goodyear, 2015; Estrada et al., 2019; Premo et al., 2018).

Learning with this model begins with a lecture of material by the teacher. Then the teacher forms student groups. Each group has certain tasks such as asking, answering, and reviewing. It is hoped that the answer from the answering group will be based on a different point of view so that there will be a discussion. The reviewer group is

tasked with drawing conclusions from the results of the discussion (Fekri, 2016)

The teaching of sociology at Madrasah Aliyah Muhammadiyah Enrekang is still conventional, namely the teacher is active in explaining the subject matter while the students only listen, take notes, and do the exercises given by the teacher. So that students in taking lessons tend to be passive, and even students look bored learning sociology.

The results of the initial survey of researchers on class X students of Madrasah Aliyah Muhammadiyah Enrekang showed the results of studying sociology in the odd semester of the 2019-2020 school year, from a total of 20 students consisting of 7 boys and 13 girls. Some students have not met the graduation criteria. The scores obtained by students are in the range 0-64 so that it is lower than the Minimum Completeness Criteria (KKM) of 65-84 because the teacher does not have a varied learning strategy/model.

From the complexity of these problems, the writer tries to find a solution to overcome the low student achievement in sociology subjects. Researchers try to make improvements to the learning process to obtain maximum results. Researchers make learning improvements by applying a learning model that can increase student interest and learning achievement in sociology subjects. The learning model used is a learning model that makes students creative and active in the learning process. Learning models and methods that are not watching and students play an active role in the teaching and learning process.

One learning method involves the active role of students in the cooperative learning model. The cooperative learning model prioritizes the group learning process and not doing things with the group. The learning process in groups will help students find and build their understanding. (Slavin, 2005) In cooperative learning, students will find it easier to find, understand and apply difficult concepts if they can discuss and solve these problems with their friends. For students to understand and be able to apply knowledge, they have to work on solving problems, finding things for themselves, struggling with ideas. So that students have to work using worksheets that contain questions and assignments that have been planned during cooperative learning. The task of group members is to achieve the completeness of the material presented by the teacher and to help each other.

The researcher tried to study the application of the cooperative learning model of the listening team type in the learning process.

Listening team is an active learning technique. This technique is also included in the form of Full Class learning. This technique is a way that can help students stay focused and alert in various learning situations that are happening.

The teacher's hope when implementing the listening team learning model is that students are more active so that their sociology learning outcomes can be improved. So that this classroom action research applies the listening team learning model to improve the activities and learning outcomes of sociology of class X students of Madrasah Aliyah Muhammadiyah Enrekang. This method is expected to increase the interaction between students, as well as the interaction between students and teachers so that they can be more enthusiastic about participating in sociology lessons and increase their mastery of sociology concepts and learning outcomes.

METHOD

This research is Classroom Action Research which is divided into two cycles with four stages: planning, acting, observing, and reflecting repeatedly. The research was conducted at Madrasah Aliyah Muhammadiyah Enrekang. The research object was class X students of the 2019/2020 school year with 20 students, consisting of 7 male students and 13 female students, the focus of the research was student learning activities, solving their problems, and implementing sociology learning by implementing listening learning. team. Also, researchers saw the interaction between teachers and students and between students and students so that teaching and learning activities were effective and efficient, as well as student sociology learning outcomes at the end of each cycle after the listening team learning model was applied.

This research was conducted following the following stages: (1) planning, (2) action, (3) observation, and (4) reflection in two cycles. Each cycle is carried out according to the cycle design to be achieved. The two cycles are a series of interrelated activities, meaning that the implementation of cycle II is a series of continuation and improvement of the cycle I.

Student learning outcomes data in the form of tests will be analyzed using a score based on the benchmark reference assessment, calculated based on the maximum score achieved by the student. The values obtained are grouped into five categories, namely very high, high, medium, low, and very low. The indicator of the success of this classroom action research is the change in students' attitudes towards teaching

materials in the learning process based on the learning outcomes of students who experience an average score of student learning outcomes on social values and norms (*siri' na pacce*) after the listening team learning model is applied.

RESULTS

Implementation in Cycle I

1) Students Learning Activity

Description of the observation of students' activity during the learning process in Cycle I takes place as in table 1.

Table 1. Student Activeness in Cycle I

No	Observed Component	Cycle I				
		1	2	3	Average	%
1	The number of students who attended the learning process took place.	18	19	19	18,6	93,3
2	Students who paid attention to the teacher's explanation.	16	16	18	16,6	83,3
3	Students who did other activities during the discussion of the learning materials.	2	1	2	1,66	8,3
4	Students who are active in the learning process.	9	13	15	12,3	61,6
5	Students who actively presented group assignments.	4	6	7	5,6	28,3
6	Students submitted opinions	2	3	4	3	15
7	Students who still need guidance	9	9	6	8	40
8	Students who are still passive	9	7	4	6,66	33,3

Table 1 showed that the first cycle of 20 students. Students who attended the learning activities were 93.3%, who listened to the teacher's explanation or the teacher's direction 83.3%, who did negative activities during the learning process (playing games, making noise, etc.) reached 8.3%, active students in learning

61.6%, those presenting material and speaking in front of the class reached 28.3%, those who submitted responses reached 15%, those who still needed guidance reached 40%, and those who were still passive in learning reached 33.3% of students.

Cycle 1 carried out the results of learning tests in the form of daily tests after completing the presentation of the material for cycle I. The results of the analysis of student learning outcomes after the listening team learning model were applied can be seen in Table 2.

Table 2. Tes Result of Cycle I

Statistik	Nilai statistik
Object	20
Ideal score	100
Average	60,20
Maximum score	70
Minimum score	50
Range	20
Deviation standard	6,68

Table 2 showed that the average score of sociology learning outcomes after the Listening Team learning model applied to class X students at Madrasah Aliyah Muhammadiyah Enrekang was 60.20 of the ideal score that might be achieved was 100. While individually the scores achieved by students were spread out with the highest score of 70, and the lowest score of 50 with a score range of 20.

2) Students Learning Outcomes

Data on learning outcomes in cycle I were obtained through daily tests carried out after three teaching and learning meetings. The distribution, frequency and percentage of student sociology learning outcomes are as in table 3.

Table 3. Distribution of Frequency and Percentage of Cycle I Results

Score Interval	Category	Frequency	Percentage (%)
0-54	Very low	3	15
55-64	Low	11	55
65-79	Medium	6	30
80-89	High	0	0
90-100	Very high	0	0
Total		20	100

Table 3 shows that in the first cycle of 20 students of class X Madrasah Aliyah Muhammadiyah Enrekang who were taught using the listening team learning model, the students 'mastery of the material values and social norms (siri' na pacce) was not fully maximal. This can be seen from students who get a score in the very low category 3 people with a percentage of 15%, students who are in the low category 11 people with a percentage of 55%, students who are in the medium category are 6 people with a percentage

of 30%, while students who are in the low category are 6 people with a percentage of 30%. There are no high and very high categories, this learning outcome data becomes a reflection material for the implementation of cycle II.

Based on the data on learning outcomes from cycle I, there will be an increase even though there are still some students who still need teacher guidance.

3) Reflection of Cycle I

Observation of the implementation of the action in cycle I showed the change in attitude that occurs in the realization of existing actions towards the process of learning activities in class during the activity. Since the meeting in the first week, the student's attitude was less enthusiastic about participating in the lesson, even most of them felt lazy to read and socialize with their group friends.

However, after the activity lasted until the last week of the cycle I, changes had occurred. This is indicated by the decrease in students doing activities that are not related to the activities of the teaching and learning process. Students showed enthusiasm in participating in the lesson and independently work on assignments.

The main obstacle to the implementation of the cycle I were the lack of student interest in reading and the lack of a socialization process with their peers. Therefore it needs further efforts to fix this problem. However, student interaction began to increase with the use of the listening team learning model which showed a positive change at the end of the cycle. This can be seen from the students starting to like the listening team learning model. Students consider the activities in the listening team learning model as an opportunity to train themselves to work together between group members and will increase motivation and productivity. In addition, students can independently understand the content of the reading they are learning without having to rely on the teacher as a source of information.

This reflection becomes the reference basis for continuing the implementation of the action to cycle II by seeking improvement through learning with the listening team learning model. Also, the teacher guides students using the subject matter that has been studied to solve problems. Students are also guided to interact and trust each other, open up and relax among group members. Teachers provide opportunities for students to obtain input and provide advice among students to develop knowledge, attitudes, values, and morals as well as skills that want to be developed in lessons.

Impelementation in Cycle II

1) Students Learning Activity

Description of the observation of students' activity during the learning process in Cycle I takes place as in table 4.

Table 4. Student Activeness in Cycle I

No	Observed Component	Cycle II			Average	%
		1	2	3		
1	The number of students who attended the learning process took place.	19	19	20	19,3	96,6
2	Students who paid attention to the teacher's explanation.	18	19	20	19	95
3	Students who did other activities during the discussion of the learning materials.	2	-	-	0,66	3,3
4	Students who are active in the learning process.	10	13	17	13,3	66,6
5	Students who actively presented group assignments.	7	10	15	10,6	53,3
6	Students submitted opinions	3	4	6	4,3	21,6
7	Students who still need guidance	9	9	6	8	40
8	Students who are still passive	9	7	4	6,66	33,3

Table 4 shows the results of cycle II that 20 students, students who attended the learning activities were 96.6%. 95% of students listened to the teacher's explanation or direction. Students who do negative activities during the learning process (noisy, playful, etc.) reach 3.3%. Students who are active in learning 66.6%. Students who present discussion material and speak correctly in front of the class reach 53.3%. Students who submitted responses reached 21.6%. Students who still need guidance reached 8.3% and those who were still passive in learning reached 3.3%. In this cycle, the results of learning tests are carried out in the form of daily tests after completing the presentation of the material for cycle II. The results of the analysis of student learning outcomes scores after the listening team learning model were applied can be seen in Table 5.

Table 5 shows that the average score of sociology learning outcomes after the Listening Team learning model was applied to class X students at Madrasah Aliyah Muhammadiyah

Enrekang was 76.30 from the ideal score that might be achieved is 100. While individually the scores achieved by students are spread out with the highest score of 90 and the lowest score is 65 with a score range of 25

Table 5. Test Result of Cycle II

Statistik	Nilai statistik
Object	20
Ideal score	100
Average	76,30
Maximum score	90
Minimum score	65
Range	25
Deviation standard	8,65

2) Students Learning Outcomes

Data on learning outcomes in cycle II were obtained through daily tests carried out after three teaching and learning meetings. The distribution, frequency and percentage of student sociology learning outcomes are in table 6.

Table 6. Distribution of Frequency and Percentage of Cycle II Results

Score Interval	Category	Frequency	Percentage (%)
0-54	Very low	0	0
55-64	Low	0	0
65-79	Medium	12	60
80-89	High	5	25
90-100	Very high	3	3
Total		20	100

Table 6 shows the results of cycle II that none of the 20 people whose learning outcomes are in the very low and low categories, 12 people or 60% of their scores are in the medium category, 5 people or 25% of their scores are in the high category, and 3 people or 15% of the score is in the very high category. Observations about student activity that are better than cycle I.

The percentage of completeness in learning of class X students at Madrasah aliyah Muhammadiyah Enrekang after applying the listening team learning model in cycle I and cycle II can be seen in Table 7.

Table 7. Descriptions of Students' Sociology Learning Outcomes

Cycle	Skor				
	Ideal	Max	Min	Range	Average
I	100	70	50	20	60,20
II	100	90	65	25	76,30

Table 7 shows that there is an increase in sociology learning outcomes through the listening team learning model in class X Madrasah Enrekang students. The results in the first cycle as many as 6 people who completed 6 or 30% with an average value of 60.20 and in the second cycle increased to 20 or 100% with an average value of 76.30.

Researchers observed in cycle II a learning atmosphere and a sense of togetherness that grew and developed among group members. This allows students to understand the subject matter better, and students who are less enthusiastic about learning will be assisted by other students who have a higher passion for learning and can apply what they have learned. So, this data strengthens the previous data, namely an increase in the number of students who can work on assignments with their respective group members.

The increase in activeness, attendance, and student learning outcomes in cycle II occurred after improvements were deemed not implemented optimally in the previous cycle which was obtained from observations during the learning process.

So it can be concluded that in cycle II the implementation of the learning process using the listening team learning model runs better than the previous cycle. The change in attitude from cycle I to cycle II always leads to things that have been planned according to the steps that have been prepared in the research procedure.

3) Reflection of Cycle II

Based on observations, the implementation of the action in cycle II can be described in the attitudinal changes that occur in the realization of the action in the learning activity process in the classroom. The attitudes of students have shown enthusiasm in participating in lessons, even some students like to have group discussions because they can add information and students are more able to understand the material and tend to learn better if supported by an attractive learning environment.

The frequency of student attendance during the teaching and learning process until the end of the second cycle meeting illustrates that the student's interest and motivation to learn has increased, the courage to ask questions about things that are not understood is evenly distributed, not only among students who have good learning outcomes but students who have good learning outcomes. All this time silence has shown the courage to ask and answer questions.

DISCUSSION

Implementation of learning using the listening team learning model on the material values and social norms (*siri 'na pacce*) can provide changes to students.

The results of the process observation showed that few students were motivated to take part in learning in cycle 1 because the learning model provided was new and unique. So as if the first cycle of action orientation is that students recognize the learning model that is applied and the teacher knows the individual character and character of the student's class. After the reflection was held in the first cycle, improvement activities were carried out. The results of giving action provide results that student motivation has increased.

Several changes occurred in students' attitudes during the study from cycle 1 to cycle 2. These changes were qualitative data obtained from observation sheets at each meeting recorded by the teacher during the study. The changes referred to are:

- a. The percentage of student attendance in cycle I was 93.3% in cycle II increased to 96.6%.
- b. Listening to the teacher's explanation or teacher's direction in the first cycle of 83.3% in the second cycle increased to 95%.
- c. The percentage of students who did negative activities during the learning process (playing games, making noise, etc.) when the learning took place in the first cycle was 83.3% in the second cycle decreased to 3.3%.
- d. Students who are active in learning in cycle I amounted to 61.6% in cycle II increased to 66.6%.
- e. Students who can present discussion material and speak correctly in front of the class in cycle I are 28.3% in cycle II increase to 53.3%.
- f. Students who submitted responses in cycle I was 15% in cycle II increased to 21.6%.
- g. Students who still need teacher guidance in cycle I amounted to 40% in cycle II decreased to 8.3%.
- h. Students who are passive in the first cycle of 33.3% in the second cycle decreased to 3.3%

The researcher observed the results of the reflection in cycle I which was carried out in cycle II, namely selecting the team leader by the members. The team leader is in charge of organizing group assignments, mediating in group discussions, and helping members who have difficulty completing assignments. The teacher provides mentoring and coaching to team leaders to increase the effectiveness of teamwork which has an impact on the learning atmosphere and a sense of togetherness that grows and develops among members. This makes it easier for students to understand and understand the subject matter better, and students who are less passionate about learning will be assisted by other students. Mentoring team leaders have an impact on improving the performance and effectiveness of teamwork (Schaubroeck et al., 2016).

The increased activeness, attendance and student learning outcomes in cycle II occurred after improvements that were considered not maximally implemented in the previous cycle which was obtained from the results of observations during the learning process. The improvements that had been made were that if in cycle I only students with above-average

intelligence were active in the learning process, in cycle II approaches were made to students with below-average intelligence levels to get direct guidance so that they were more active and can involve themselves in the learning process by the learning model applied. There appears to be an important effect of peer social presence that is linked to learning and performance. Team learning have an important impact on increasing social interaction and learning with a team learning approach there by helping students undertake comprehensive tasks and increase student learning (Türel, 2016).

From the description above, it is concluded that in cycle II the implementation of the learning process using the listening team learning model runs better than the previous cycle. This shows that the change in student attitudes from cycle I to cycle II always leads to things that have been planned according to research procedures.

Analyze student reflection

Based on the results obtained from the student response sheet, it can be concluded that student responses about sociology lessons. Most students enjoy sociology lessons, so students feel that sociology is a very important subject to master because it is useful for everyday life. Students also think that studying sociology can sharpen the brain and train students to think solving problems.

Besides, student responses about the listening team learning model. Students respond positively. They assume that learning the listening team model teaches them to socialize with their respective group friends, teaches them to help each other in their group, and students are also more enthusiastic about learning so that their group becomes the best. The listening team learning model trains students to build cohesiveness between their respective group members in discussing or solving given problems.

Finally, listening team learning models can be an alternative learning strategy applied by teachers because this model does not require complicated communicative skills to be able to do it. In most cases, students are able to get involved in the process with simple directions. This method also raises a positive response for students who have slow cognitive abilities, are less capable, and lack motivation, where the Listening Team Method will train them to be able to think critically. They can also develop the ability to express ideas or develop students' ability to test their own ideas as well as an understanding of receiving feedback given (Utami & Nurlaelah, 2021). The application of the listening in team

learning model is supported by the open mindedness of each member to convey creative and innovative opinions and the team has an orientation to achieve maximum learning outcomes. (Harvey et al., 2019) besides the team leader can support the emergence of psychological safety (Bouwman et al., 2019; Edmondson & Harvey, 2017).

CONCLUSION

Based on the results of research and discussion, in cycles I and II it can be concluded that the application of the listening team learning model can improve the learning outcomes of class X students of Madrasah Aliyah Muhammadiyah Enrekang Regency.

In the complete cycle I, 6 students or 30% with an average score of 60.20 and in the second cycle increased 100% with an average value of 76.30. The application of the listening team learning model can increase student activeness in the teaching and learning process in terms of student enthusiasm for learning, student activeness in discussions and the socialization process among students runs smoothly.

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