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The Implementation of Cooperative Learning Strategy of Student Facilitator and Explaining (SFE) Type to Improve Activity and Learning Result

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Abstract

A good and balanced learning process will emphasize the mutual interaction between teachers and students by using teaching materials, methods and learning media that exist as learning resources. SFE expects students to understand the material presented by the teacher because the students will later re-explain the material they understand. Using a qualitative approach with Classroom Action Research (CAR). Data were collected by analysis of student activity observation sheet, documentation, field note, pre-test and post-test in every cycle. Data analysis in this research is done by presenting data, reducing data and draw a conclusion. Research procedure through four stages: action planning stage, action implementation, observation, and reflection. The results of the research are; (1) the application of learning with SFE on the economic subjects of class X across the economic interests of SMAN 9 Malang in the first cycle has not run optimally and there are still many shortcomings. In the second cycle, the application runs better where the students have started to be active and conducive; (2) during the learning process with the SFE strategy of active class X students across the economic interests of SMAN 9 Malang increased; (3) during the learning process with SFE learning outcomes of students of class X across the economic interests of SMAN 9 Malang increased; (4) during the learning process with SFE learning outcomes of students of class X across the economic interests of SMAN 9 Malang increased.

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INTRODUCTION

Education is one effort to educate the nation's generation to have a high knowledge in accordance with the development of science and have skills that can equip their lives in the community. Through education is expected learners experience a change in behavior from the previous do not know to know and from not understand to understand. Act Number 20 of 2003 on National Education System Chapter I section I paragraph 1 explains that: "The essence of education is a conscious and planned effort to create an atmosphere of learning and learning process that aims to learners actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed himself, society, nation and his country".

Based on the definition of education that has been exposed, the education is inseparable from the national development. Development in the field of education is one effort to improve intellectual human resources. This is in accordance with the function and objectives of education in Indonesia UURI Number 20 the year 2003 about national's education system chapter II Section 3 explains that: "National education function to develop the ability and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to the development of potential learners to become human beings who believe and piety to God Almighty, noble, healthy knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

To achieve it all is not easy, so this education system should always be developed according to the needs and developments that occur at the local, national and global levels (Mulyasa, 2006). A good and balanced learning process will better apply mutual interaction between teachers and students by using teaching materials, methods, and learning media as a source of learning. Teachers are the most responsible for the success or failure of the school program, the teacher is the spearhead or has a central role in the learning activities in the classroom. One of the teacher's skills that determine the quality of learning is how teachers can choose and determine the learning strategy that is appropriate to the situation and condition of the classroom during the learning process takes place.

The current conditions are very different from students a decade or two ago, students are faced with a new way of learning. Students today tend to have a low readiness to start learning activities that require deepening of the material. They memorize lessons taught rather than understand the content of the lessons the teacher has delivered. As according to Suprijono (2009): "our education is characterized by the disparity between the achievement of academic standard and standard performance. In fact, many learners can present a good level of (wrote) material, but in reality, they do not understand. Most learners can't relate what they learn to how knowledge is used".

It will bring consequences to the learner so it is difficult to understand the academic concepts taught to them using something abstract and teacher-centered. Though they really need to understand the concepts related to the workplace and the community where they will live and work. The economy is one branch of social economics. Students should be able to understand the social phenomena associated with human effort in meeting unlimited needs with existing resources. As Lipsey points out (in Saifuddin, 2015): "Economics is a science that studies the use of scarce resources to meet unlimited human needs. So that education

participant can analyze the existing phenomenon in society. And able to solve problems with economics that have been studied as a form of social concern. The success of economic learning can be measured by the success of students who follow the learning activities. The success can be seen from the level of understanding, mastery of material, and student learning outcomes. The higher the comprehension and mastery of the material and learning outcomes, the higher the success rate of learning ".

From the observation of economic teaching in SMAN 9 Malang found some weaknesses in economic learning, including economic learning achievement achieved by students not yet on target. That's because students are students majoring in science who pass the ministry to the social department with economic subjects. Facts are shown by the economic value of students of class X B.1 Intercultural Economics 6 Semesters SMAN 9 Malang is 70, is the average class when done UHT in odd semester, this means still under maximal graduation criteria as determined by the concerned school that is 80 for class X of 34 students who got the complete value of only 15 students and 19 students not. This is influenced by factors that influence student's learning outcomes, especially for student class X B.1 six semesters in economics lessons: 1) students rarely ask questions even though the teacher gives opportunity, 2) already looks active, but only 2-4 people who play an active role in the class, 3) liveliness to work on problems related to economic theory less because they prefer to calculate than theory, 4) some students do not pay attention to the teacher. It causes the knowledge and understanding of students on the material less than the maximum. Learning involves listening, writing, reading, presenting and discussing activities to communicate a particular economic problem so group discussions need to be developed. The implementation of group discussion is expected to increase student activeness and improve student learning outcomes.

One alternative to overcome above the problems is to use teaching strategies, the selection of interesting learning strategies and can trigger students to participate actively in teaching and learning activity that is an active learning model. Basically, active learning is a learning that invites learners to learn actively. Learners are invited to participate in the learning process, not only mentally but also physically. One of the learning models that can overcome the problem is a cooperative learning strategy type student facilitator and explaining (SFE). Student facilitator and explaining (SFE) expects students to understand the material given by the teacher because the students will explain again with their understanding, besides the students also create a concept map of the material given by the teacher and then presented to other students. In addition, the teacher also acts as a motivator, assessor, facilitator, and corrector during the student's discussion and talk in front of the class. In addition, teachers can also make learning more fun so as not to get sucked during the lesson (Efrizal, 2012).

According to Mulyasa (2006) states, "the success of learning can be realized if most learners can be active, both physical, mental and social in the learning process, in addition to showing high learning desire, great spirit, and confidence. Because of that, the teacher's effort in developing learner’s learning activeness becomes the determinant of the success of learning. Activity in a learning is not only students who actively learn, but on the other hand, teachers also have to organize a condition that can enable students in learning. The success

of learning in addition to the student's activity in the classroom also from the results obtained by students during the lesson. The intended success can be measured from the academic value of learners. According to Dimyati and Mudjiono (2013) states, "learning outcomes are an interaction of learning and teaching acts".

Learning outcomes as one indicator of achievement of learning objectives in the class can't be separated from the factors that affect the learning outcomes themselves. In addition, learning outcomes are also a component to measure success in the delivery of material that has been submitted by teachers. Based on the background in the previous section. Next described in detail some of the problem formulations that became the focus of the problem. (1) How is the implementation of learning SFE strategy on economic class X subjects cross economic interest SMAN 9 Malang. (2) Is the implementation of SFE strategy able to increase the activity of class X students across economic interests of SMAN 9 Malang. (3) Whether the implementation of SFE strategy can improve student learning outcomes of class X across the economic interests of SMAN 9 Malang.

METHOD

The approach in research uses a qualitative approach because the author's design, plan, analyze, solve problems, attract conclusion and report. The type of research used is Classroom Action Research (CAR) is a research that is a type of classroom contextual learning research and implemented by the author to solve the problems of learning faced by teachers, through the application of new things in the field of learning. Classroom Action Research (CAR) is held in Class X B-l Cross Economic Interests 6 Semester SMAN 9 Malang addressed at Jalan Puncak Borobudur No 1 Malang, East Java. The subjects of this study are the students of class X B.1 Interests Economics SMAN 9 Malang, School Year 2016/2017, which amounted to 34 students. Male students are 12 students, while female students are 22 students.

Table 1. Data and Data Sources

Evaluation Aspect	Data Source	Data	Instrument	Data Collection Procedure
Application of Strategy Cooperative Learning Type Student Facilitator and Explaining (SPE)	Observer	observation sheets of research activities	observation sheet on the implementation of learning activities	observation when learning be held by the observer
liveliness learning	Observer	student activity during the learning process	student activeness observation sheet	student activity during the learning process will be observed by the observer
learning	Student	a score of pre-	a question of	do pre-test and

outcomes	test and post-test of student	pre-test and post-test according to teaching materials	post-test for subject matter

Data collection techniques used observation, documentation, pre-test and post-test and field notes. Analysis of data in research that is by presenting data, reduce data and draw conclusions. The research procedure is preceded by pre-examination and action implementation. Consists of two cycles consisting of 3 meetings. Each classroom action research cycle, carried out through four stages includes planning, action, observation, and reflection. The planning stage of cycle1 is implemented based on the reflection result from the initial observation stage that is at the initial observation stage.

RESULT AND DISCUSSION

Learning outcomes of the Cooperative Learning Strategy Type Student Facilitator and Explaining (SFE) in the learning activities in cycle I and cycle II as follows.

Table 2. The learning outcomes in cycle I and cycle II

Average	**Cycle 1**	**Cycle 2**
	76.25%	95.83%
information	Good	Very good

Source: Data Processed

Percentage of learning activities Strategic Cooperative Learning Type Student Facilitator and Explaining (SFE) is calculated by the number of scores obtained divided by the maximum number of times multiplied by 100%. A maximum score of learning implementation Strategic Cooperative Learning Type Student Facilitator and Explaining (SPE) is 40 points in accordance with indicators that have been prepared by the author. Table of tenure implementation Cooperative Learning Strategy Learning Type Student Facilitator and Explaining (SPE) in the first cycle showed an average of 76.25% with good category while in cycle II showed an average of 95.83% with the very good category. Comparison of learning implementation Strategic Cooperative Learning Type Student Facilitator and Explaining (SFE) will be presented through the graph as follows.

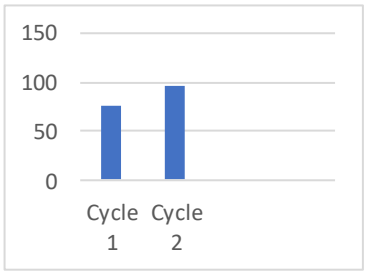

Figure 1
Comparison graph Implementation of Learning Strategy
of Cooperative Learning Type SFE

The graph shows that learning the implementation of Cooperative Learning Strategy Type Student Facilitator and Explaining (SPE) has increased from cycle I to cycle II, by reviewing the average of learning implementation of Cooperative Learning Strategy Type Student Facilitator and Explaining (SFE) in each cycle. The results show that the average learning activity of the Cooperative Learning Strategy Learning Student Facilitator and Explaining (SFE) has improved from cycle I to cycle II of 19.58%.

Results of student learning activeness in learning activities with the Cooperative Learning Type Student Strategy Facilitator and Explaining (SFE) in cycle I and cycle II are as follows.

Table 3. The learning outcomes in cycle I and cycle II

Average	**Cycle 1**	**Cycle 2**
	53.6%	85%
information	Enough active	Active

Source: Data Processed

The percentage of the liveliness of learning is calculated by the number of scores obtained divided by the maximum number of times multiplied by 100%. Maximum learning activity score is 50 points in accordance with indicators that have been prepared by the author. Student Facilitator and Explaining (SPE) activity cycle in cycle I showed an average of 53,6% with active enough category while in cycle II showed mean equal to 85% with good category (active). Comparison of student learning activeness with Cooperative Learning Strategy Type Student Facilitator and Explaining (SFE) will be exposed through graph as follows

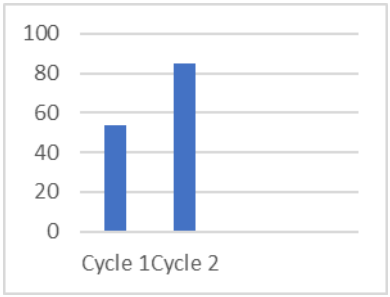

Figure 2
Graph Comparison of Student Activity

The graph shows that student's learning activeness has improved from cycle I to cycle II, by reviewing the average learning activity of students into each cycle. The result shows the average of students' learning activity increased from cycle I to cycle II by 31.4%.

Student learning outcomes are obtained from the results of pre-test and post-test values implemented in cycle I and cycle II, with the provision of pre-test and post-test questions. Comparison of student learning outcomes in cycle I and cycle II is presented in the following table.

The result of post-test value in cycle 1 is 77, 54% with good category but not yet reached minimum completeness criteria, while for the result of post-test value in cycle II equal to 86,76% with good category and have reached minimum completeness criteria. The calculation of the average learning outcomes obtained

from the total value of all students divided by the number of students multiplied by 100%. So it can be concluded there is an increase in student learning outcomes from cycle I to cycle II depicted in the following graph. Student learning outcomes increased from cycle I to cycle II by 9,12%. With the increase shows that the Cooperative Learning Strategy Type Student Facilitator and Explaining (SFE) is able to improve student learning outcomes of class X B Cross Interests Economics 6 Semester SMAN 9 Malang.

The authors apply cooperative learning strategy of student facilitator and explaining type (SFE) to expect students to understand the material submitted by the teacher because later the students will be asked to explain the material back with their understanding and it is also easy to do because the students are only asked to create a concept map of the material that has been delivered by the teacher to the next will be presented to other students. In addition, the teacher also acts as a motivator, assessor facilitator, and corrector during students discussing and speaking in front of the class. In addition, teachers can also make learning more enjoyable so students will not sleep during the learning takes place. the implementation of cooperative learning strategy of student facilitator and exploring (SFE) type to improve the activity and learning outcomes in the students of X-Class of Interests of Economics of SMAN 9 Malang has been running well.

Learning outcomes result obtained from the observations made by two observers are colleagues. From the application of this strategy, students are expected to have social solidarity among students. In addition to improving learning outcomes can also enhance students' activeness when they socialize in their group as well as presenting the results of their discussion in front of the class. In cycle 1 students are still not familiar with learning cooperative learning strategies of student facilitator and explaining (SFE) type even though they have applied SFE but done individually not in groups. While in cycle II students have been able to adapt to the cooperative learning strategy of student facilitator and explaining (SFE) type of group discussion. Providing motivation through group work also gives a positive impact for students, among others, students are able to give their arguments in solving problems given by the author, they practice to socialize with other students and able to increase self-confidence in students. Students can solve problems with cooperative learning strategy of student facilitator and explain (SFE) type. This is because the SFE model has its own attractiveness in students because they are able to pour the concept obtained in the form of a chart that will later be presented to other groups.

It is said to be easy also because they only need to discuss the material given by the teacher and can be done primarily in understanding the economic concept. Based on the results of the implementation data obtained from the results of observation sheet of learning strategy of cooperative learning type student facilitator and explaining (SFE), proves that cooperative learning strategy Type Student Facilitator and Explaining (SFE) contributes to the economic learning of students of class x Cross Economic Interests SMAN 9 Poor.

The implementation of cooperative learning strategy type Student Facilitator and Explaining (SFE) is the right solution in solving the problem of student activity of class X cross economic interest of SMAN 9 Malang. When the implementation of student learning activities that show oral activity quite a lot.

This is indicated by the attitude of the students who respond to the explanation from the teacher and from the group who presented the results of the discussion in front of the class. The liveliness that comes with the opinion of Paul B. Diederich (in Kriswaswati 2014: 8) states that the learning activeness indicators of the students are based on the type of activities in the learning process, ie visual activities, oral activities, listening activities, writing activities, drawing activities, mental activities, and emotional activities. In addition, also confirmed by Suyadi (2013) active learning is a form of learning allows learners to play an active role in the learning process, either in the form of interaction between learners or learners with teachers in the learning process. When students participate in the learning process means students have participated in learning activities that take place. The increasing number of active students is also influenced by the delivery of material from teachers to students.

As expressed by Ausubel (in Suyanti, 2010), learning is classified into the first two dimensions relating to the material presented to the student and the two ways students can link that information into existing cognitive structures. When teachers are able to transfer their knowledge to students it is well expected that students are able to link information obtained into existing cognitive structures such as behavioral changes, attitudes, habits and so on. As revealed by Witherington (in Suhana 2014) states that learning is a change in personality in the form of skills, attitudes, habits of knowledge and skill.

In addition to material explanations from teachers, this is also supported by the Creative Learning strategy of student facilitator and explaining (SFE) type. According to Aqib (2014) SFE model is a learning where students learn to present ideas or opinions to other students. Huda (2013) in the characteristics of Cooperative learning type SFE that is (1) teaching, that is giving the material outline to students (2) teams, namely the formation of heterogeneous groups consisting of 4 to 6 students, (3) student creative, performing tasks in one group by creating situations where individual success is determined or influenced by the success of his group (4) student explain, is students present the results of their discussion to other students with the students' own language through the concept map (5) whole class units, that is, giving the material back at the end of the learning by the teacher briefly.

With a group, learning is expected the students can improve the liveliness, absorption and learning motivation of students as one alternative problem-solving. In addition, it can make students as facilitators to present ideas that students create and invite to think creatively, resulting in exchanges of information that are more profound and interesting, giving students the confidence to produce works that are shown to their friends. Therefore, this model can improve the attitude of nationalism, enthusiasm, liveliness, and pleasure in learning. Whereas with cooperative learning, student facilitator and explaining (SFE) students are able to explore materials by using learning resources, they are more active in asking, discussing and daily experience as a learning resource. In addition, students are also able to defend the same and more daring to deliver arguments, criticism, and suggestions to fellow friends and teachers. It is also supported by Setyaningrum (2012) research which stated that the model of Student Facilitator and Explaining (SFAE) can improve the activity of X grade students in Geography subjects in

SMA Negeri 3 Lamongan with the percentage of achieving 89,16% score in cycle II.

Low student learning outcomes require appropriate action to improve the condition. The implementation of cooperative learning strategy of student facilitator and explaining (SFE) can solve obstacles in learning. This is evidenced by the average pre-test and post-test that increased from cycle I to cycle II. Pre-test and post-test is one type of test that can measure learning outcomes. Similarly, Ahyan (5asurement of students such as selection tests, preliminary tests (pre-test), final tests (post-tests), diagnostic tests, formative tests and summative tests. Preliminary test (pre-test) is a test conducted before the lesson material is given to the students with the aim to know the extent to which the material or learning materials that will be taught can be mastered by students. While the final test (post-test) is a test that was conducted with the aim to determine whether all the subject matter that important already mastered by the best by the students.

Basically, the pre-test material is the same as the post-test material. The learning problems that can be solved include. First, the problem of low student learning outcomes that have not reached minimum completeness criteria established by the school. Second, the problem of the low ability of students when expressing opinions that can be solved through group discussion. With a group, interaction makes it easy to explain the material to others and provide opportunities to develop speaking in groups. Third, the lack of student activity can be solved in the group because it requires the students to reach the maximum activity in groups and individuals. Fourth, the motivation that teachers give during the pre-test or post-test will make the students more active learning to achieve maximum results. The post-test result is also influenced by the advantages of Student Facilitator And Explaining (SFE) as stated by Huda (2013) stating that making the material delivered more clearly and concretely improves students' absorption because learning is done by demonstration, training students to become teachers because students are given the opportunity to repeat the teacher's explanations that have been heard, spur the student's motivation to be the best in explaining the material and knowing. The ability of students to convey ideas or ideas, so that students can absorb the material presented by teachers and able to do post-test problems without difficulty.

The same is also expressed by Aqib (2014) which states that the SFE model is a learning in which students learn to present ideas or opinions to other colleagues. By following the steps in Appropriate Student Facilitator and Explaining (SFE) learning, learning will be fun because the material is not only derived from the teacher's explanations but also from his own friends. According to Suhana (2014) SFE model is a learning model in which students present ideas to other fellow participants so that with enjoyable learning will make students learn to present ideas that students create and invite to think creatively, resulting in a deeper exchange of information and interesting, cause confidence in students to produce the work shown to his friends. Based on student learning outcomes, it can be proved that cooperative learning strategy of student facilitator and explaining (SFE) model is able to increase student learning achievement of X-Class of Interests of Economics of SMAN 9 Malang. Similarly also supported by Agustina (2011) study that SFE learning model can improve students' learning outcomes in 1 subjects of social studies subject of economy class VIII E in SMP

Negeri 17 Malang proved by total number of complete students as much as 41 students (93,1%) which have not completed 3 students (6,9%) in cycle II. In addition, Efrizal (2012) study stated that the communicative language method used by teachers, especially when the teacher predicted that learning materials can improve learning outcomes by 24% (superior), 48% (very good), 28% (good), 0 % (low), and 0% (failed).

CONCLUSION

Based on the formulation of the problem, the results of observation and data analysis can be concluded as follows: a) the application of learning with cooperative learning strategy type student facilitator and explaining (SFE) on economic subjects class X Cross Economic Interests SMAN 9 Malang in the first cycle has not run optimally and there are still many shortcomings. In the second cycle, after reflecting on the reflection of the cycle I, the implementation of better walking action in which the students are active and the condition of the students is more conducive; b) during the learning process using cooperative learning strategy of student facilitator and explaining (SFE) Economic SMAN 9 Malang increased; c) during the learning process using cooperative learning strategy type student facilitator and explaining (SFE) learning outcomes of class X students across the economic interests of SMAN 9 Malang increased.

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