The Effect of Using The SFAE Learning Model of IPS Subject on Increasing School Elementary Students Learning Outcomes

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Keywords	Abstract
sfae, IPS subject, learning outcomes	The effect of using the sfae model to increase student learning outcomes in social studies subjects apply the model student facilitator and explaining learning. This type of research is classroom action research using a qualitative approach. This research carried out in 2 cycles. Each cycle includes the stages of planning, implementing, observation, and reflection. Data analysis techniques were carried out by reduction, reflection and draw a conclusion. Based on the results of data analysis, obtained data that shows an increase in student learning outcomes in each cycle. based on data obtained during the implementation of cycle I and cycle II that the results were obtained research in cycle I was in the sufficient category, and there was an increase in cycle II which is in the good category and achieves the indicators that have been set. So it can be concluded that classroom action research with apply the student facilitator and explaining learning model for improve student learning outcomes in social studies subjects in class V SDN has succeeded with the percentage of the average value of students in the good category and was appropriate with predetermined indicators of success.

INTRODUCTION

In the current era of globalization, education is very important and becomes focus of attention from various parties. One of the main goals of education is to improve student learning outcomes. However, in practice, there are still many problems in the learning process that hinders the improvement of student learning outcomes, especially in Elementary School level.

Problems related to learning outcomes were also found in UPTD SDN 145 Baru district. Based on the results of interviews conducted by researchers with class teachers V UPTD SDN 145 Barru Regency on January 20 2021, obtained data on learning outcomes students' daily tests on IPS content. From these data it can be seen that student learning outcomes Class V is still relatively low. This is indicated by the number of students who have not reached Minimum Learning Completeness Standards (SKBM) that have been set by the school with completeness standard of 70. From the learning outcomes data obtained through the class V teacher, of 22 students only 9 students scored ÿ 70 SKBM while 13 other students had not achieve a value of 70 SKBM.

Education is inseparable from learning activities. The learning process is carried out in formal institutions of course will not be separated from the role of a teacher (educator). Teacher is one of the facilitators in carrying out learning. As for the task of a teacheris to plan, implement and evaluate the learning process.

In the implementation of the learning process, of course, teaching models are needed

seen as able to master the teacher's difficulties in carrying out teaching assignments and difficulties student learning. The teaching model can be understood as a conceptual framework describe and describe a systematic procedure in organizing learning experiences and learning to achieve specific learning goals and functioning as a guide for teaching planning for teachers in carrying out activities learning.

There are various learning models that are interesting and can encourage students to participate as well as actively in every teaching and learning activity. According to Hisham (2008) states that active learning is a learning that invites students to learn actively, where students are invited to participate in the learning process, no only mentally but also physically. With this they are actively using brain, either to find the main idea of the material, solve problems, or apply what they just learned to a problem at hand real life.

One learning model that can be used to improve learning outcomes students are the Student Facilitator and Explaining (SFAE) model. This learning model focuses on the active role of students in the learning process, where students become facilitators for each other help in understanding the subject matter.

According to Hidayat (2016) states that the student facilitator and learning model explaining is a contextual learning model in which the teacher conveys learning involves students to present ideas, ideas to other students. This learning model will be relevant if students actively participate in designing learning material that will be presented. Furthermore, according to Huda (Saifuddin, Nasikh, and Sugeng, 2015) the stages of implementing the Student Facilitator and Explaining is as follows: a) The teacher conveys the competencies to be achieved. b) The teacher demonstrates or presents an outline of learning material. c) Teacher provide opportunities for students to explain to other students, for example through a chart or concept map. This can be done in turns or randomly. d) Teacher summarizing students' ideas or opinions. e) The teacher explains all the material presented at the time That. f) Closing.

The teacher provides opportunities for students to explain to other students so as to increase student motivation and make students more active and enthusiastic in participating in learning. Fitriani (2019) in his research produced finding that applying the Student Facilitator And Explaining model can improve results student learning. In line with the opinion of Astuti (2020) states that the application of the model Student Facilitator And Explaining can improve student learning activities. Therefore This learning model is suitable for teachers to apply because it can encourage students to master skills, one of which is understanding the material. To support use the learning model researchers also apply learning media

IPS (Social Science) subjects are also one of the subjects that often considered difficult by students in elementary school. Therefore, it is necessary to do research to test the effect of using the SFAE learning model on social studies subjects on improving student learning outcomes at the elementary school level. According to Dimyati and Mudjono, learning outcomes are things that can be viewed from two perspectives sides, namely the student side and the teacher side. From the student side, learning outcomes are the level of development mentally better when compared to before learning. Howard Kingsley split 3 kinds of learning outcomes: 1). Skills and habits; 2). Knowledge and understanding; 3). Attitudes and ideals. This opinion from Howard Kingsley (Rini et al, 2022)

Previous research used as a benchmark in this study is research by Musliati (2016) with the title "Implementation of the Student Facilitator and Explaining to improve student learning outcomes in science subjects in class V MIN Merdusti Banda Aceh with research results showing an increase in learning outcomes students with details in cycle I 5 obtained 56.75% mastery and in cycle II achieved 78.37% of the specified KKM, which is 75%.

Similar research was conducted by Hikmatullah (2017) with the research title "Effect Application of the Student Facilitator and Explaining Learning Model to Learning Outcomes Students in Social Studies Subjects Class V SDN Moncobalang Ii Barombong District Gowa Regency" with research results showing an increase in learning outcomes seen from the comparison between the pretest and posttest values. The average value of the pretest obtained of 33.86 and the average posttest score obtained was 76.59. Based on the description As stated above, the researcher is interested in conducting research with the research title "Increasing Student Learning Outcomes Through the Student Facilitator And Learning Model Explaining Material on Geographical Characteristics of Indonesia in Class V UPTD SDN 145 Baru district.

METHOD

The type of research used in this research is Classroom Action Research (PTK) or Classroom Action Research. The approach chosen or to be used in implementation of this research is a qualitative approach

Time and Place of Research

The time for this class action research was carried out on April 20 2021 and April 26 2021 in the even semester of the 2020/2021 academic year. In this research, the researcher chooses the location research at UPTD SDN 145 Barru District which is addressed at Jl. Parepare axis Makassar, Bojo Baru Village, Mallusetasi District, Barru Regency

Research subject

The research subjects were researchers as teachers and fifth grade students of UPTD SDN 145 Regency New in the even semester of the 2020/2021 academic year, with a total of 22 students, consisting of 10 boys and 12 girls.

Research procedure

This research is a classroom action research which in its implementation uses two cycles, consisting of planning, implementation, observation, and reflection. this stage starting with planning in solving existing problems, then proceed to carry out the stages of problem solving efforts by implementing and observing in the process learning. After that, a reflection is held to see whether the results of the cycle have been achieved indicator of success or not.

Data collection technique

The techniques used to collect data in this study are as follows: 1) Observation Observations are made by directly observing the conditions of learning activities teach. 2) Test Techniques used to determine the increase in learning outcomes in Indonesia's geographic characteristics material is to use the student learning model facilitator and explaining. 3) The documentation referred to here is records and writings containing the number of students and teachers in the form of photos and videos.

Data analysis technique

The data analysis technique used in this study is a qualitative data analysis technique which includes process analysis, namely the activities of teachers and students during the process learning takes place as well as analysis of student learning outcomes by using the media learning

RESULTS AND DISCUSSION

The implementation of cycle I and II actions was carried out 1 meeting each, in the implementation still has deficiencies both from the teacher/researcher and from students so that learning is not maximized, including the teacher is still lacking in mastery of the class, giving apperception associated with students' experiences with learning

to be implemented and there are still many students who do not listen to what the teacher conveys, so based on this, both the learning process and student learning outcomes have not reached set targets.

The learning process has increased from cycle I to cycle II, where in cycle I   students still look confused in understanding the material presented by the teacher, but on Cycle II students begin to understand and are more able to share their knowledge with other students. Through this student facilitator and explaining model students can increase their understanding of a material taught by the teacher by involving students in explaining a material.

The increase in student learning outcomes can be seen from the results of the evaluation test at the end of cycle I there were 14 students who achieved SKBM scores 70 out of 22 students with an average value 69.09. This shows that there is an increase from the initial value of students on social studies learning obtained from class V teachers, although the results increased study but have not reached the standard set by the researcher, namely ÿ76. Study proceed to cycle II by fixing existing deficiencies, so that improvement can be seen on the results of students' final tests in cycle II with 18 students who obtained SKBM scores 76 with the good category (B), with an average value of 78.18 indicating that it has been meet the success indicators that have been set because it has achieved a good category. Based on the whole process that has been carried out by researchers, starting from planning, implementation, observation, and reflection, shows that learning by applying student facilitator and explaining learning models can improve student learning outcomes about the geographical characteristics of Indonesia in class V UPTD SDN 145 Barru District.

CONCLUSION

Based on the learning outcomes of class V UPTD SDN 145 Barru Regency, in the form of initial data obtained from the results of students' daily tests that are categorized as sufficient (C). After looking at the value data pre-cycle students, in the first cycle stage they are still in the sufficient category (C) and in the second cycle students has experienced an increase in the process and learning outcomes of the first cycle and has reached the category good (B). Based on the increased learning outcomes of class V UPTD SDN 145 Barru District it can be concluded that by using the application of the student learning model facilitator and explaining can improve student learning outcomes in social studies subjects about the geographical characteristics of Indonesia.

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