



The Effect of Learning Model on *Everyone Is A Teacher Here* Sociology Learning  
Outcomes in Class XI Students of SMA Negeri 3 Buru Selatan

Koce Y. Solissa\*<sup>1</sup>, Lambertus J. Lokollo<sup>2</sup>, J. L Kundre<sup>3</sup>

<sup>1,2,3</sup>Universitas Pattimura  
Email: kocesolissa@gmail.com

---

**Article Info**

Article History:

Received: July 30, 2021

Revised: August 28, 2021

Published: August 2021

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI:10.5281/zenodo.5637369

---

**Abstract:**

The purpose of this study was to determine the effect of the learning model *everyone is a teacher here* on the learning outcomes of sociology in class XI students of SMA Negeri 3 Buru Selatan. The type of research used in this study is a quasi-experimental or (research *quasi-experimental*). The results showed that there was a significant influence between the learning outcomes of sociology before and after the use of the learning model for the *everyone is a teacher here* XI grade students of SMA Negeri 3 Buru Selatan.

**Keywords:** model, learning, results, learning

---

**INTRODUCTION**

According to the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by himself, society, nation and state. Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is also an assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, as well as the formation of attitudes and beliefs in students.

In learning students become objects as well as subjects, so that students do not just get information from the teacher but in learning students try to be active so as to achieve optimal and balanced development between cognitive, affective and psychomotor aspects. Good learning is learning that can make students participate in the learning process. Student participation in the learning process is a very important thing in learning.

To achieve this goal, various effective learning models are needed so that they can support students to play an active role in teaching and learning activities.

According to Achmad Sudrajat (2008:2), the learning model is basically a form of learning that is illustrated from beginning to end which is presented specifically by the teacher. Meanwhile, according to Joyce (in Trianto, 2009: 22) the learning model is a plan or a pattern that is used as a guide in planning learning in class or learning in tutorials and to determine learning tools including books, films, computers, curriculum and others.

The learning model *everyone is a teacher here* provides an opportunity for students to act as teachers for their friends, what is meant here as a teacher, students will be asked by the teacher to make questions on a paper in exchange for their friends, then their friends will answer questions on the paper. (Silberman 2013: 183).

The learning model for *everyone is a teacher here* is that everyone can become a teacher (Achmad Sapari, 2005:110). This model is very appropriate to get class participation as a whole and individually. In the teaching and learning process, it doesn't have to be all from the teacher, and students just sit and listen to lectures from the teacher, but students can teach each other to their friends.

In connection with this, sociology lessons must be able to attract the attention and motivation of students in the learning process. But in reality, most teachers often use the lecture method, resulting in students tending to feel bored, not having the motivation or willingness to learn, finding it difficult to understand what the teacher is teaching so that on the grade-up test, the average score obtained by students is not satisfactory. .

In addition, SMA Negeri 3 Buru Selatan still has a shortage of teaching material equipment such as textbooks and learning media, so that during the teaching and learning process students do not direct their attention to the teacher and students are also difficult to do the tasks given by the teacher. This of course affects the minimum completeness criteria (KKM) that have been set for each subject.

Goals are set (KKM) to be able to determine the success or failure of the subjects taught by the teacher. So the high and low scores (KKM) are indicators to measure student learning outcomes.

From the author's initial observations while at SMA Negeri 3 South Buru, it is clear that the learning process carried out in the classroom by the teacher of sociology subjects has not used this learning model.

## **RESEARCH METHODS**

The type of research used in this study is a quasi-experimental or research *quasi-experimental*. Experimental research is a way to find a causal relationship (causal relationship) between two factors that are intentionally caused by researchers by eliminating, reducing or setting aside other disturbing factors. Experimental research method is also a research method used to find the effect of *treatment* (treatment).

The research design used in this study is the *One-Group Pretest-Posttest design*. The data used is only from the comparison of results *pretest* and *posttest* on the concept of social problems through the learning model *everyone is a teacher here*.

## **RESULTS AND DISCUSSION**

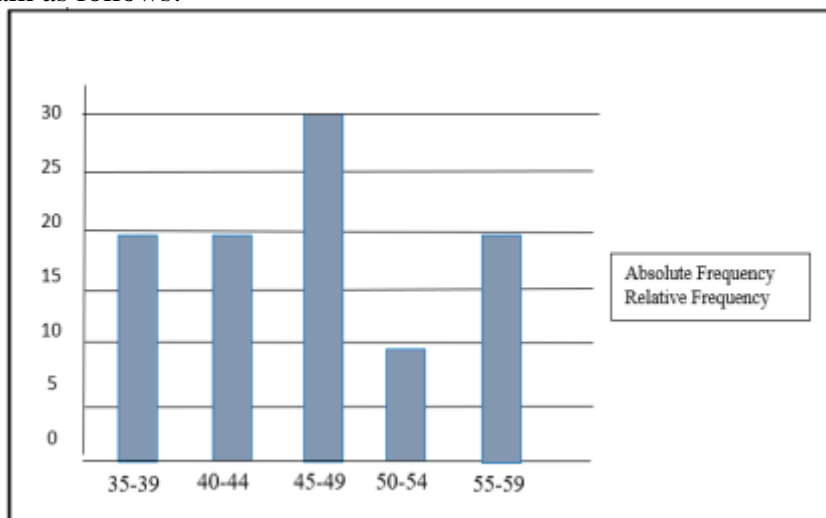
### **Sociology Learning Outcomes of Students Before Using the Learning Model *Everyone Is A Teacher Here***

Based on research data, the score for sociology learning outcomes for students before using the learning method *is a teacher here* was in the range of scores from 0 to 100 and the lowest score was 35, while the score the highest is 55, the average price is 44.5, while the median is 46 and the mode is 46. For more details, it can be shown in the following table.

**Table 1. Frequency distribution of sociology learning outcomes before using the learning model *everyone is a teacher here***

NO	Class Interval	Absolute Frequency	Relative Frequency
1	35-39	2	20%
2	40-44	2	20%
3	45-49	3	30%
4	50-54	1	10%
5	55-59	2	20%
<b>Total</b>		<b>10</b>	<b>100%</b>

Based on the calculations listed in the table, it is known that the students who scored the greatest sociology learning outcomes were between 45-49, namely 3 people (30%), who scored below the average as many as 3 people (30%) and those who scored above an average of 4 people (40%). Based on the frequency distribution table, it can be in the form of a histogram as follows:



**Figure 1. Histogram learning outcomes of students Before Using Learning model *everyone is a teacher here***

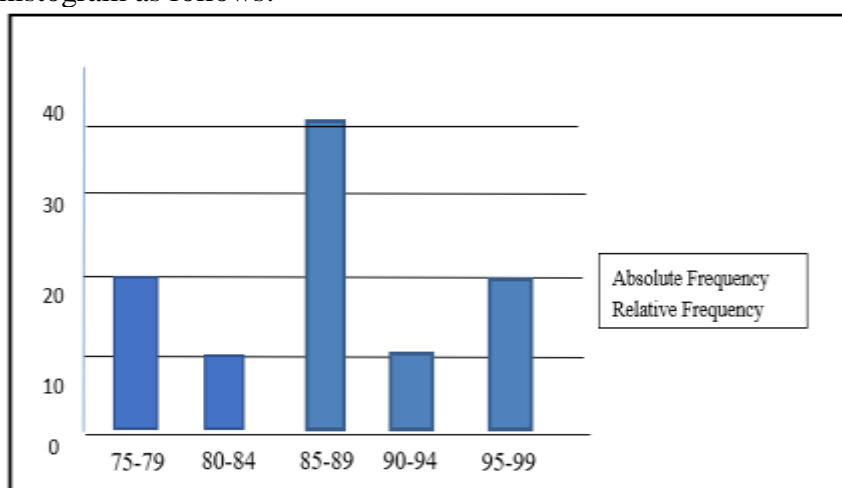
**Sociology Learning Outcomes of Students After Using the Learning Model *Everyone Is A Teacher Here***

Based on research data, the score of sociology learning outcomes for students after using the learning method *everyone is a teacher here* is in the range of scores from 0 to 100 and the lowest score is 75, while the highest score is 95, the average price is 85, while the median of 87 and mode of 87. For more details can be shown in the following table.

**Table 2. Frequency distribution of sociology learning outcomes after using the learning model *everyone is a teacher here***

NO	Class Interval	Absolute Frequency	Relative Frequency
1	75-79	2	20 %
2	80-84	1	10%
3	85-89	4	40%
4	90-94	1	10%
5	95-99	2	20%
<b>Quantity</b>		<b>10</b>	<b>100%</b>

Based on the calculations listed in the table, it is known that the students who scored the largest sociology learning outcomes were between 85-89, namely 4 people (40%), who scored below the average as many as 3 people (30%) and those who scored above an average of 3 people (30%). Based on the frequency distribution table, it can be in the form of a histogram as follows:



**Figure 2. Histogram of student learning outcomes after using the learning model *everyone is a teacher here***

## DISCUSSION

At the beginning of this research, a pretest was given to determine the students' initial abilities in class. From the student's initial ability test (pretest) the average value obtained by students is 44.5 with a score range of 0-100. Then the class is given a different learning model using the learning model *everyone is a teacher here*. After that the class was given a final ability test (posttest) with the same questions on the pretest. because it has been treated using the learning model *everyone is a teacher here*, the average value of student learning outcomes is 85. It can be seen that the average pretest and posttest scores are different.

Based on the data obtained from the results of hypothesis testing where  $t_{count} < t_{table}$ , namely  $t_{count} -1,065.7$  and  $t_{table} 2,262$  at  $\alpha = 0.05$  and degrees of freedom  $n-1 = 10-1 = 9$ . Thus it can be seen that the results The learning process of students who are taught using the learning model *everyone is a teacher here* has a higher impact than students who are taught using conventional learning methods.

Thus, the results of this study conclude that as an effort to improve student learning outcomes, teachers need to choose a better learning model so that students are motivated to learn.

## CONCLUSION

Based on the data obtained from the research and discussion, it can be concluded that there is a significant influence between the learning outcomes of sociology before and after the use of the learning model *everyone is a teacher here* in class XI students of SMA Negeri 3 Buru Selatan. This is evidenced in the calculation of the hypothesis test, namely  $t_{\text{arithmetic}} = -1,065.7 < t_{\text{table}} = 2,262$  at a real level = 0.05 and degrees of freedom  $n-1 = 9$ . It can be concluded that the alternative hypothesis ( $H_1$ ) is received and the hypothesis ( $H_0$ ) is rejected.

## BIBLIOGRAPHY

- Depdiknas, 2003. Undang-undang No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional
- Sudrajat, Achmad, 2008. *Pemahaman Guru Terhadap Inovasi Pendidikan*. Artikel. Jakarta: Kompas (16 Agustus 2008).
- Sugiyono, 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, Hal 257.
- Sapari, Achmad, 2005. *Model Pembelajaran Aktif Learning*. Jakarta: Rineka Cipta.
- Trianto, 2009. *Mendesain Model Pembelajaran Inovatif- Progresif*. Kencana. Jakarta