



APPLICATION OF ROUND CLUB LEARNING MODEL TO IMPROVE MOTIVATION AND LEARNING OUTCOMES OF UPT SMPN 10 PINRANG STUDENTS

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ABSTRACT

This increasingly modern era often affects students so that their learning motivation becomes faded and results in student learning outcomes not meeting the criteria for maximum school completion. Therefore, it is necessary for a teacher as a professional to overcome it, such as applying innovative and varied learning models in each subject. This study aims to improve student motivation and learning outcomes through the Round Club learning model in class X TBSM UPT SMK Negeri 10 Pinrang. This research is a class action research so that data collection is in the form of observation methods, test methods, and documentation. The data obtained then analyzes it with analytical descriptive analysis techniques. The results showed that 1) The percentage of student learning motivation increased each cycle. Where in the first cycle it is in the low category of 40.4% and increases in cycle II with a very high category of 80%, 2) The completeness of student learning outcomes has increased every cycle. Where the average in cycle I is 67.9 and increases to 88.3 in cycle II, then in classical completion in cycle I by 30% and cycle II increases to 90%. Thus, it is concluded that the application of the Round Club learning model can increase student motivation and student learning outcomes in Indonesian history subjects for class X upt students of SMK Negeri 10 Pinrang.

Keywords: round club learning model, motivation, learning outcomes

PENERAPAN MODEL PEMBELAJARAN ROUND CLUB UNTUK MENINGKATKAN MOTIVASI DAN HASIL BELAJAR SISWA UPT SMPN 10 PINRANG

ABSTRAK

Era yang semakin modern ini seringkali mempengaruhi peserta didik sehingga motivasi belajarnya menjadi pudar dan mengakibatkan hasil belajar siswa tidak sesuai kriteria ketuntasan maksimal sekolah. Sebab itu, diperlukan suatu upaya yang tenaga guru sebagai seseorang profesional untuk mengatasinya seperti menerapkan model pembelajaran yang bersifat inovatif dan bervariasi di setiap mata pelajaran. Penelitian ini bertujuan meningkatkan motivasi dan hasil belajar siswa melalui model pembelajaran *Round Club* di kelas X TBSM UPT SMK Negeri 10 Pinrang. Penelitian ini merupakan penelitian tindakan kelas sehingga pengumpulan data berupa metode observasi, metode tes, dan dokumentasi. Data yang didapatkan kemudian menganalisisnya dengan teknik analisis deskriptif analitik. Hasil penelitian menunjukkan bahwa 1) Persentase motivasi belajar siswa terjadi peningkatan tiap siklusnya. Dimana pada siklus I berada pada kategori rendah sebesar 40,4% dan meningkat pada siklus II dengan kategori sangat tinggi sebesar 80%. 2) Ketuntasan hasil belajar siswa mengalami peningkatan tiap siklusnya. Dimana rerata pada siklus I sebesar 67,9 dan meningkat menjadi 88,3 pada siklus II, kemudian pada ketuntasan klasikal pada siklus I sebesar 30% dan siklus II meningkat menjadi 90%. Dengan demikian disimpulkan bahwa penerapan model pembelajaran *Round Club* dapat meningkatkan motivasi siswa dan hasil belajar siswa pada mata pelajaran sejarah Indonesia siswa kelas X UPT SMK Negeri 10 Pinrang.

Kata Kunci: model pembelajaran round club, motivasi, hasil belajar

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INTRODUCTION

Motivation is one of the most important elements that can encourage students to learn seriously and with full concentration so that they can achieve educational goals in the current era. Together with qualified teachers, this component

will lead students towards more appropriate learning (Emda, 2018). It doesn't stop there, this aspect is needed by students in order to develop their abilities and willingness to learn (Suharni, 2021). The reason is that with motivation, the

quality of education will improve because every student has intelligence (Idzhar, 2016). And able to do all learning activities so that it can produce more optimal learning outcomes (Saptono, 2016).

Students who have good learning outcomes are certainly not obtained independently without contributions from teachers. This aspect is able to realize the success of students while in school and after graduation (Ratna et al., 2022). The reason is that learning outcomes as actions that determine changes in learners that produce an understanding of attitudes, behaviors (Nofitasari & Anjarini, 2022). Knowledge, and skills developed during lesson activities (Ulfah et al., 2016). Therefore, teachers are led to be able to master their competence in order to provide innovative learning models so that teaching and learning activities are made comfortable and enjoyable (Muarifin, 2022).

But unfortunately, the potential and description of innovative and varied learning models have not been implemented optimally, especially for students in class X TBSM at UPT SMK Negeri 10 Pinrang. Preliminary observations made by researchers revealed that the lecture learning model is the only learning model used in class X TBSM UPT SMK Negeri 10 Pinrang, and some teachers almost never use other learning models at all. So that the teaching and learning atmosphere becomes less interesting and boring as a result of which learning motivation and student learning outcomes become low (Purwaningsih, 2016). This directs that teachers need a learning model that is more accurate and in accordance with the needs of students such as the Round Clud learning model which prioritizes opinions in groups (Rosyidah & Tahir, 2021).

The Round Clud learning model must be utilized by teachers because it is able to increase learning motivation and student learning outcomes. The results of Wahyuni, (2019) reported that each cycle experienced an increase and at the end of cycle III the achievement of learning completion was 77% with an average of 78. The difference between this study and the previous research is in the subject of the study. The previous research subject, namely class VIII

A students at SMP Negeri 20 Antang Makassar, while the subject of this study, namely class X TBSM UPT SMK Negeri 10 Pinrang students.

This kind of research needs to be carried out in the world of education and especially at UPT SMK Negeri 10 Pinrang, in order to provide insight and knowledge to teachers about how to process learning more effectively and efficiently by using innovative and varitiaf learning models in each subject. And the result is that students are more courageous to express their opinions about the subject matter they have learned so that a conducive learning process will occur. Therefore, the purpose of this study is to improve student motivation and learning outcomes through the application of the Round Club learning model to class X TBSM upt students of SMK Negeri 10 Pinrang.

LITERATURE REVIEW

Anita Lie (2014:63) The Round Club or group circumnavigation learning model is a teaching and learning model that can be used in all subjects and for all age levels of students. In group touring activities each member in the group member has the opportunity to make their contribution and listen to the views and thoughts of the other member.

Agusriani & Fauziddin (2021) Students' learning motivation can be seen in their involvement cognitively, emotionally in various activities at school. Motivation has several influences on the behavioral learning process, namely motivation will lead a student to a certain goal, encourage students to seriously do tasks or be lazy, and affect cognitive processes.

Lusiani (2021:4787) Student learning outcomes as a final assessment begins the process and introduction that has been carried out repeatedly. In addition, it can be recorded on a long janka, it can also not disappear for a long time because learning outcomes contribute to the formation of a person who always wants to achieve maximum results so that they can change their mindset and create improved performance.

REASERCH METHOD

This research is a class action research (classroom action research), which was carried out at UPT SMK Negeri 10 Pinrang, Pinrang Regency, South Sulawesi Province from April to June 2022. The subjects of this study were class X TBSM students consisting of 35 people with a total of 20 male students and 15 female students. The basis for choosing the subject of this study is because the motivation to learn and student learning outcomes are still in the negative category, as evidenced by teaching and learning activities in the classroom and the results of daily tests of Indonesian history subjects that score below the maximum completion criteria (KKM). The research procedure is divided into two cycles, with each cycle holding two meetings for a total of four meetings. These two cycles will reveal the extent of student progress in the learning process by applying the Round Clud learning model to Indonesian history subjects.

Data collection techniques during research are carried out by means of observation, tests, and documentation. Observations are carried out to collect data related to student learning motivation during teaching and learning activities by using student observation sheets. The test is carried out to obtain data on student learning outcomes by providing test questions at the end of each cycle meeting. Documentation is carried out to complete the data obtained from observations and tests so that the data obtained are accurate and relevant (Sukmadinata & Syaodih Nana, 20017). Data analysis techniques use analytical descriptive analysis, namely grouping data, breaking it down into units, synthesizing, organizing into patterns, deciding what is important and will be studied, and drawing conclusions that can be understood by oneself and others (Arikunto, S, et al, 2017). With reference to the categorization of learning motivation values and predetermined student learning outcomes (ST), (T), (S), (R), and (SR). The determination of the score is as follows $P = \frac{F}{N} \times 100\%$.

Information :

P = Prensentase

F = Frequency

N = Number of students

RESULTS AND DISCUSSION

Based on the results of actions that have been carried out in cycle I and Cycle II of Indonesian history subjects by applying the Round Clud learning model to increase motivation and learning outcomes of class X TBSM UPT SMK Negeri 10 Pinrang students. Then the data obtained are described as follows:

Cycle I

The first cycle of activities is started by compiling a learning event unit using the Round Clud learning model which is carried out during two meetings, each meeting will measure the level of motivation using student observation sheets, while at the end of the meeting will be given test questions as many as 10 multiple-choice questions to measure student learning outcomes with a time allocation of 4 x 40 minutes. As for the steps performed on the first cycle, they are as follows:

Planning

At this stage, researchers prepare several main things needed before carrying out research activities such as compiling student observation sheets, subject matter, syllabus, learning implementation designs, managing the classroom atmosphere, and test questions to be used as an evaluation tool.

Action

This stage, the implementation of all plans that have been made by previous researchers to be in class according to the scenarios that have been compiled in the planning stage includes saying hello and providing motivation, conveying learning topics, conveying the subject matter, learning objectives to be achieved, providing assessments, and commenting on the actions taken.

Observation

At this stage, researchers make observations during the teaching and learning process by observing student activities in the classroom such as students who pay attention to explanations from the teacher, students who are excited to carry out tasks from the teacher, students who are responsible for doing tasks from the teacher, students who feel happy in doing assignments from the teacher, and students who

show reactions to the teacher's explanations. This stage is carried out using student observation

sheets and giving tests at the end of the meeting, resulting in the following data:

Table 1. Student Learning Motivation

Interval	Category	F	Percentage
81-100	Very High	2	8%
71-84	Tall	6	25%
61-74	Keep	8	33%
41-64	Low	5	21%
0-39	Very Low	3	13%
Sum		24	100%

Source. Primary data processed from attachments, (2022)

Based on table 1 above, it shows that student learning motivation after using the Round Club learning model in the first cycle there are 2 students or 8% are in the very high category and 6 students or 25% are in the high category then 8 students or 33% are in the medium category and 5 students or 21% are in the low category then 3

students or 13% are in the very low category. Thus, it can be concluded that there has been no increase because student learning motivation is only 8% then the average student learning motivation is 67.8 which is in the moderate category.

Table 2. Student Learning Outcomes

Interval	Category	F	Percentage
85 -100	Very high	1	4
75 – 84	Tall	6	25
65 – 74	Keep	10	42
40 – 64	Low	5	21
0 – 39	Very Low	2	8
Sum		24	100%

Source. Primary data processed from attachments, (2022)

Based on table 2 above, it shows that student learning outcomes after using the Round Club learning model in the first cycle there is 1 student or 4% in the very high category and 6 students or 25% are in the high category then 10 students or 42% are in the medium category and 5 students or 21% are in the low category then 2 students or 8% are in the very low category. Thus, it can be concluded that student learning outcomes have not improved because the average score of student learning outcomes is 67.9 which is in the moderate category.

Reflection

This stage is carried out to assess and review the learning actions that have been carried out in the first cycle of meetings I and II, with the aim of improving and perfecting the learning

actions in cycle II of meetings I and II. In the learning action of cycle I meeting I student involvement was almost the same as meeting II but experienced a slight increase in student learning motivation which was characterized by an increase in students paying attention to teacher explanations, while student learning outcomes were still in the less category because the level of completion criteria only covered 7 students or 29% of the total number of 24 students. Researchers identified the challenges encountered when collecting data on the implementation of the first cycle, one of which is fundamental is this learning model which is new for class X TBSM students so that students have not been able to condition themselves properly and correctly during teaching and learning activities.

**Cycle II
 Planning**

At this stage, the action planner in cycle II only continues the implementation actions in cycle I on the basis of cycle I reclamation, and as a result there are several important points that must be considered including: discuss with the teacher of Indonesian history subjects regarding the challenges encountered and how to improve them, supervise students more firmly, provide motivation for those who pay less attention when the lesson begins, develop a learning implementation plan, make student observation sheets, and prepare test questions and answers for the end of the meeting in cycle II.

Action

At this stage, the data obtained from the second cycle of action includes student learning motivation and student learning outcomes in Indonesian historical learning, then the researcher assesses progress and considers today's lesson in accordance with the learning implementation plan.

Observation

At this stage, observations in cycle II about the level of student learning motivation show that during teaching and learning activities in Indonesian history subjects there are students

who pay attention to the teacher's explanation with a percentage of 9.6% and students who are excited to carry out tasks from the teacher with a percentage of 7.6% then students who are responsible for doing assignments from the teacher with a percentage of 6.8% and students who feel happy in doing assignments from the teacher with a percentage of 6% then students who showed a reaction to the teacher's explanation with a percentage of 5.2%. So it can be concluded that from the results of observations the level of motivation of students to learn is 70.4%.

At this stage, the completeness of student learning outcomes during teaching and learning activities in Indonesian history subjects also shows that there are students who are in the complete category of 23 students or 94% and not completed 1 student or 4%. This is a matter of pride because through the struggles that have been carried out by class X TBSM students during several cycles by applying the Round Club learning model which means the results of class action research that researchers conducted starting from cycle I which turned out that the success rate has not increased differently in cycle II whose completion rate was 88.3% of 24 students. Generates data as follows:

Table 3. Student Learning Motivation

Interval	Category	F	Percentage
81 – 100	Very high	19	80
71 – 84	Tall	3	12
61 – 74	Keep	2	8
41 – 64	Low	0	0
0 – 39	Very Low	0	0
Sum		24	100%

Source. Primary data processed from attachments, (2022)

Based on table 3 above, it shows that the level of student learning motivation after using the Round Club learning model in cycle II there are 19 students or 80% are in the very high category and 3 students or 12% are in the high category then 2 students or 8% are in the medium category and 0 students or 0% are in the low category then

0 students or 0% are in the very low category. Thus, it can be concluded that from the observation of the level of student learning motivation there is an increase in this because the level of student learning motivation has reached 80% of 24 students.

Table 4. Student Learning Outcomes

Interval	Category	F	Percentage
85 -100	Very high	21	88
75 – 84	Tall	2	8
65 – 74	Keep	1	4
40 – 64	Low	0	0
0 – 39	Very Low	0	0
Sum		24	100%

Source. Primary data processed from attachments, (2022)

Based on table 4 above, it shows that student learning outcomes after using the Round Club learning model in cycle II there are 21 students or 88% are in the very high category and 2 students or 8% are in the high category then 1 student or 4% is in the medium category and 0 students or 0% are in the low category then 0 students or 0% are in the very low category. Thus, it can be concluded that learning outcomes have increased due to the average score of student learning outcomes of 88.3 which is in the very high category.

Reflection

At this stage, the results of the analysis of the reflection on the implementation of learning activities in the action cycle I have been obtained in the action cycle II with the improvement of actions at meetings I and II researchers made slight changes, namely at the beginning of teaching and learning activities at the start. Researchers provide explanations that are really

close to real life that are often encountered in everyday life. Focusing students' attention on the problems encountered in the teaching and learning process. Pay attention to them to other actions performed by all students. This gives excellent results because the motivation to learn and student learning outcomes are getting higher.

Reflections on cycle II have shown a better improvement than cycle I. In the learning process cycle I seems to be running smoothly. However, in this activity there are still various kinds of shortcomings that come from students who are not familiar with the Round Clud learning model. In the learning process of cycle II, it can be seen that all the shortcomings of cycle I have been corrected. So that the success of cycle II goes as planned and expected. Furthermore, the increase in student learning motivation in cycle I and cycle II can be seen in the diagram below as follows:

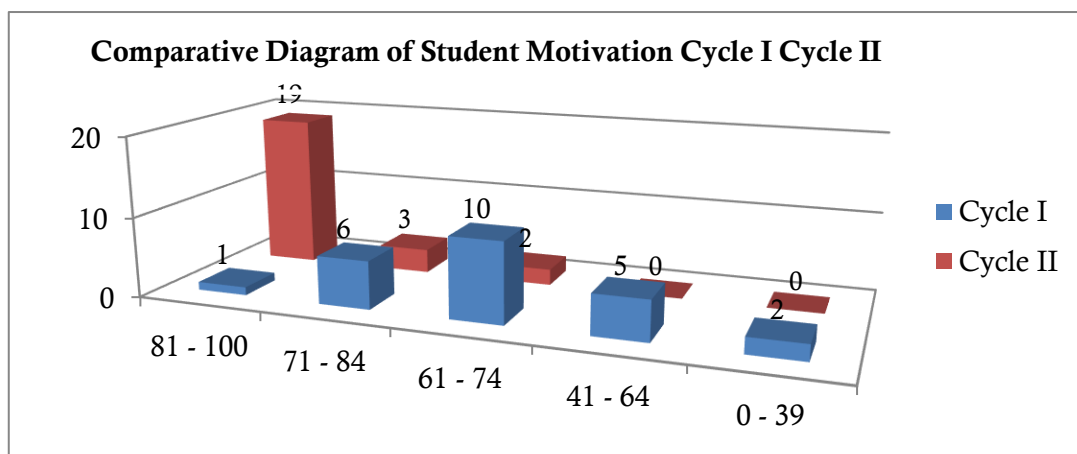


Figure 1. Student Learning Motivation Diagram Cycle I Cycle II
 Source. Primary data processed from attachments, (2022)

Based on figure 1 above, it shows that the motivation of students after applying the Round Club learning model in cycle I there is 1 student or 4% and in cycle II there are 19 students or 80% are in the very high category, then in cycle I there are 6 students or 25% and in cycle II there are 3 students or 3% are in the high category, and in cycle I there are 10 students or 42% and in cycle II there are 2 students or 8% are in the medium

category, then in cycle I there are 5 students or 21% and cycle II there are 0 students or 0% are in the low category, and in cycle I there are 2 students or 8% and in cycle II there are 0 students or 0% are in the very low category. Thus it can be concluded that student learning motivation has increased from cycle I to cycle II with an excellent category.

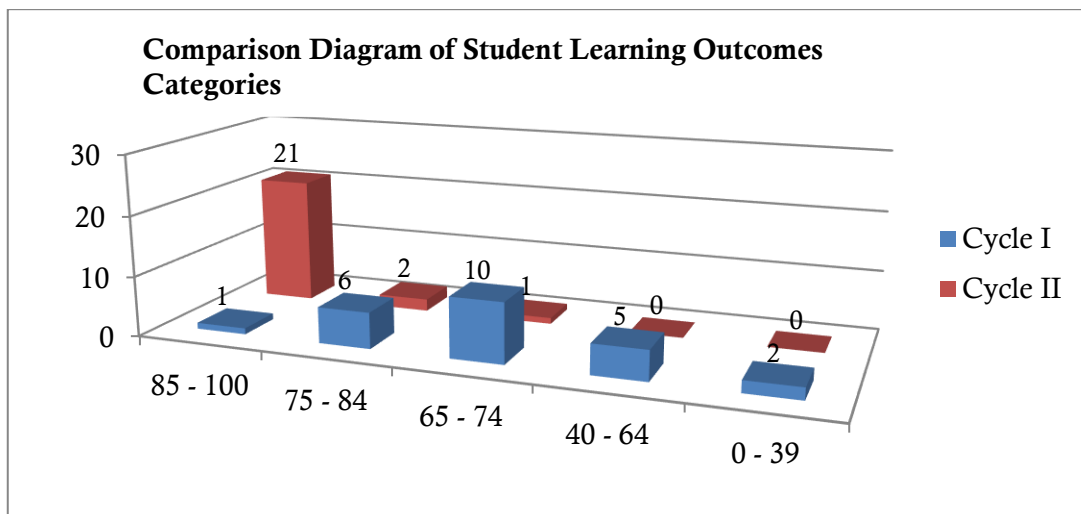


Figure 1. Student Learning Motivation Diagram Cycle I Cycle II
 Source. Primary data processed from attachments, (2022)

Based on figure 2 above, it shows that student learning outcomes after applying the Round Club learning model in cycle I there are 1 student or 4% and in cycle II there are 21 students or 88% are in the very high category, then in cycle I there are 6 students or 25% and in cycle II there are 2 students or 8% are in the high category, and in cycle I there are 10 students or 42% and in cycle II there is 1 student or 4% is in the medium category, then in cycle I there are 5 students or 21% and in cycle II there are 0 or 0% are in the low category, and in cycle I there are 2 students or 8% and in cycle II there are 0 or 0% are in the very low category. Thus, it can be concluded that student learning outcomes have increased in cycle I to cycle II with the achievement of very satisfactory categories.

of class V TBSM UPT SMK Negeri 10 Pinrang students in Indonesian history subjects, where the category is very high in the first cycle there are 2 students or 8% and rises to 19 students or 80% in cycle II, then in the high category in cycle I there are 6 students or 25% and down to 3 students or 12% in cycle II, and in the moderate category in cycle I there were 8 students or 33% and dropped to 2 students or 8% in cycle II, then in the low category in cycle I there were 5 students or 21% and dropped to 0 or 0% in cycle II, then in the very low category of cycle I there were 3 students or 13% and dropped to 0 or 0% in cycle II.

Based on the results of observations, it has been shown that the Round Clud learning model is able to increase the learning motivation

This is in line with Ratnasari, (2019) who informed that student learning motivation is the most important factor in the implementation of lessons, with the Round Club learning model students will be more enthusiastic in carrying out teaching and learning activities in the classroom and will be more responsible for every job given

by the teacher. Suari, (2018) also states that to create optimal learning, it is necessary to pay attention to the learning model that is in accordance with the material. The main responsibility of the teacher is to organize learning activities that allow maximum interaction between students and other students or students with teachers so that high student learning motivation grows.

Based on the test results, it has also been shown that with the Round Clud learning model, it is able to improve the learning outcomes of class V TBSM UPT SMK Negeri 10 Pinrang students in Indonesian history subjects, seen in cycle I obtained a value of 1,630 and increased to 88.3 in cycle II, then the average score in cycle I was obtained by 67.9 and increased to 88.3 in cycle II, and in classical completion based on (KKM) namely 75 reached 29% of 24 students and increased to 96% of 24 students, then in classical incompleteness based (KKM) namely 75 reached 71% of 24 students and decreased to 4% of 24 students in cycle II.

This is in accordance with Iryanti, (2019) reporting that the Round Club learning model has a positive impact in improving student learning outcomes. This can be seen from the increasingly stable understanding of students towards the material presented by the teacher as evidenced by the learning completion which increased from the pre-cycle by 51.85%, cycle I by 70.37% and cycle II by 85.19%. Susanti, (2018) also stated that a teacher must be creative in developing the imagination and thinking power of his students through the Round Club learning model, student learning outcomes increase due to this interesting learning. Meanwhile, Elina, (2020) informed that this learning model encourages students to work together to solve problems, and students are given the opportunity to state, explain, describe, listen, and ask about the tasks that the teacher gives to their group.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research and discussion, it was concluded that the Round Clud learning model must be utilized by teachers in each subject because it can increase learning motivation and student learning outcomes in class

X TBSM UPT SMK Negeri 10 Pinrang. Where the percentage of student learning motivation in the first cycle was in the low category of 40.4% and increased in cycle II with a very high category of 80%. Meanwhile, in the completion of student learning outcomes, the average score of cycle I was 67.9 and increased to 88.3 in cycle II. Then the average value of classical completeness of cycle I is 30% and cycle II increases to 90%.

Based on the conclusions presented above, the researcher's recommendation that as a teacher who has a professional degree must be able to improve his skills in using varied learning models such as the Round Club learning model per subject during teaching and learning activities in order to improve the quality of schools and graduates while increasing learning motivation and student learning outcomes.

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