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APPLICATION OF THE WORD SQUARE LEARNING MODEL TO IMPROVE STUDENTS' LEARNING ACTIVITY AND LEARNING OUTCOMES AT SMAN 11 PANGKEP

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ABSTRACT

Nowadays, the teacher should be professional to be able to cultivate varied learning models for every learning subject so that students are not saturated while following the learning process. This paper discusses the improvement of students' learning activity and learning outcomes through a word square learning model at SMA Negeri 11 Pangkep. It is a classroom action research (PTK). The research subjects involved 33 class XI students. Data collection techniques are carried out through observation, tests, and documentation. Data analysis techniques use descriptive analysis. The results indicate that 1) the percentage of students' learning activity increased each cycle wherein in the first cycle students' learning activity is in the less active category and increases in cycle II in the very active category. In addition, 2) the completeness of students' learning outcomes increases every cycle wherein in cycle I it was 33% with an average learning outcome of 66.9 and increases in cycle II at 81% with an average student learning outcome of 85.7. Thus, the application of the word square learning model can increase the activeness and learning outcomes of economics subjects for class XI students at SMA Negeri 11 Pangkep.

Keywords*: *students' learning activity, students' learning outcomes, word square model

PENERAPAN MODEL PEMBELAJARAN *WORD SQUARE* UNTUK MENINGKATKAN KEAKTIFAN BELAJAR DAN HASIL BELAJAR SISWA DI SMAN 11 PANGKEP

ABSTRAK

Di era yang semakin modern ini, menuntut tenaga profesional guru untuk mampu membudayakan model pembelajaran bervariatif di setiap mata pelajaran sehinga siswa tidak jenuh selama mengikuti proses pembelajaran yang ada. Tulisan ini membahas peningkatan keaktifan dan hasil belajar siswa melalui model pembelajaran *word square* di SMA Negeri 11 Pangkep. Ini merupakan jenis penelitian tindakan kelas (PTK). Subjek penelitian melibatkan 33 siswa kelas XI. Teknik pengumpulan data dilakukan dengan cara observasi, tes, dan dokumentasi. Teknik analisis data mengunakan analisis deskriptif analitik. Hasil penelitian menunjukan bahwa 1) Persentase keaktifan siswa terjadi peningkatan tiap siklusnya dimana pada siklus I keaktifan siswa berada pada kategori kurang aktif dan meningkat pada siklus II pada kategori sangat aktif. Selain itu, 2) ketuntasan hasil belajar siswa mengalami peningkatan tiap siklusnya dimana pada siklus I sebesar 33% dengan rata-rata hasil belajar sebesar 66,9 dan meningkat pada siklus II sebesar 81% dengan rata-rata hasil belajar siswasebesar 85,7. Dengan demikian, penerapan model pembelajaran *word square* dapat meningkatkan keaktifan dan hasil belajar mata pelajaran ekonomi siswa kelas XI SMA Negeri 11 Pangkep.

Kata Kunci: keaktifan belajar siswa, hasil belajar siswa, model word square

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INTRODUCTION

In the current era, education has always been the main issue that needs to be considered and developed by the entire community, especially professional principals and teachers. The reason is that the success rate of students in various aspects of life is determined by the extent of the quality of education available in schools (Sudarsana, 2018). This component requires education in honing the power of understanding so that it is better and more directed so that later they will be able to face challenges in the outside world (Alpian, 2019). Therefore, a teacher must have the ability to present the activeness of the student participation in every teaching and

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learning activity carried out (Purwaningsih, 2018).

A student who has high activeness indicates that he is able to follow the learning process organized by the teacher well. Activity has an important role in students in obtaining and gaining learning experiences through interactions (Laila et al., 2018). On the other hand, this activity will direct students to pay attention, express opinions and cooperate (Wibowo, 2016). In addition, students will also create a satisfactory end to the lesson by increasing maximum learning outcomes (Zagoto, 2022).

The final provision of the learning process in schools by obtaining learning outcomes that are in accordance with the maximum completeness (KKM) set by the school. Learning outcomes are the basis for determining the success rate of students in school while participating in learning activities (Ratna et al., 2022). On the other hand, as a form of changes in awareness, understanding, attitudes, behavior and abilities of students (Mangnga, 2021). Not stopping there, the learning outcomes are also the final assessment of all learning options that begin with the process and introduction that has been carried out repeatedly by teachers and students (Lusiani, 2021).

Unfortunately, the picture and benefits of learning models that are able to create activity and optimal learning outcomes have not been realized in each individual. This is due to teachers who culture conventional learning models through lectures (Anggraeni & Wasitohadi, 2014). In addition, because the ability of students in learning decreases, learning motivation is lacking, and attitudes and feelings of learning are low (Sirajuddin, 2017). In fact, this component is needed and must grow in students so that they are able to achieve activeness in learning more optimally (Sundari & Indrayani, 2019).

Based on the observations of researchers at SMA Negeri 11 Pangkep, it can be seen that the learning activities carried out by teachers and students in the classroom only use conventional learning methods such as discussion learning and question and answer learning and there are still teachers who rarely use varied learning models or methods. From these conditions, the learning model that is very appropriate to use is the word square learning model which is a model that is oriented towards student accuracy, training foresight and honing student abilities.

Research conducted by Kurnianingsih, (2018) shows that the word square learning model can increase the activeness and learning outcomes of the basics of banking for students. This is shown by an increase in learning activity and learning outcomes from pre-action to cycle I and cycle I to cycle II. The difference between the previous study and this study, is the variable and the population. Previous research variables, namely efforts to increase activeness and accounting learning outcomes through the application of the word square learning model to students of SMK Batik 1 Surakarta. The variable of this study is the application of the word square learning model to increase activeness and learning outcomes at SMAN 11 Pangkep. Meanwhile, the previous study population, namely class X Accounting 2 students, amounted to 30 students. The population of this study, namely class XI social studies students consisting of 33 students.

This research is important to be carried out in the world of education because it provides additional insight and knowledge about how innovative and varied learning models contribute. The results can also be the basis for teachers to improve student learning activity and learning outcomes. Therefore, the purpose of this study was to improve student activity and learning outcomes through the application of the word square learning model to economics subjects of class XI social studies students at SMAN 11 Pangkep.

LITERATURE REVIEW

Word Square Learning Model

The word square learning model is a model that trains foresight and hones students' ability to match the letters available in the answer box into the right word, where in the answer box there are many letters disguised with the intention of being deceivers (Kurniasih & Sani, 2015). It doesn't stop there, the word square learning model is used as a game model in which there are

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boxes in the form of crossword puzzles as a tool in delivering teaching materials in the teaching and learning process (Istarani, 2011).

Liveliness

Effectiveness as the main point that is needed by students, where with the ability to understand the challenges of the material presented and accuracy will affect the level of achievement of learning outcomes. Activeness is formed because of a person's habits in his daily life, where an active person has the characteristics of always wanting to express an opinion and always thinking before making decisions. If an active attitude is always applied in his life, it will automatically become a form of character or personality attached to him (Herwandanu & Suprayitno, 2018).

Learning Outcomes

Learning outcomes include skills, information, understanding, and attitudes so it can be said that learning outcomes are a change in overall behavior, not just one aspect of human potential. That is, the learning outcomes categorized by educational experts as mentioned above are not viewed pragmentarically or separately, but in a confenitary manner (Thobrani & Mustafa (2013).

REASERCH METHOD

This research is a type of classroom action research (classroom research), where this research is carried out in the hope of improving the performance of a person as an educator who is carried out in the classroom by means of self-reflection (Tampubolon, 2014). The research was conducted at SMA Negeri 11 Pangkep, Pangkep Regency, South Sulawesi from July to September 2022. The research procedure is carried out through several stages ranging from action planning, action implementation, observation, and reflection, in this study there are two cycles that will be carried out each cycle for two meetings on the basis of knowing the level of student success in learning activities through the learning model applied by the researcher.

The subjects of this study were class XI social studies students consisting of 33 students with a total of 13 men and 20 women, while the basis for choosing the class as the object of research because it experienced problems, namely low activity and learning outcomes in economics subjects. Data collection during the study is carried out with observation, tests, and documentation, where the observation stage is used to obtain data on the effectiveness of students, then the test stage is used at the end of each of the two cycles to obtain data on the completeness of student learning outcomes, the documentation stage is used to complete the data obtained from observations and tests so that the data obtained are credible or reliable. Data analysis using analytical descriptive analysis of each data obtained from observation lambar and test questions refers to the categorization proposed by Arikunto, S, et al (2017) with score determination, as follows:

Information:

$\bar{x} = \frac{F}{N}$ x 100%

$\sum$ X = Prensentase

$\sum$ F = Frequency

$\sum$ N = Number of students

RESULTS AND DISCUSSION

Based on the results of actions that have been taken in economics subjects with a word square learning model to increase the activeness and learning outcomes of class XI SMA Negeri 11 Pangkep students, so that the data obtained will be described as follows:

Cycle I

Learning activities carried out in economics subjects on the definition of national income by applying the word square learning model are carried out in two meetings with a time allocation of 2 x 45 minutes which includes planning, implementation, observation and reflection. The activities carried out in the first cycle are described as follows:

Planning

Researchers consult with supervisors, principals and colleagues to equalize perceptions of the concept and objectives of applying the word square learning model, then researchers compile a learning implementation plan that will be taught in the first cycle of action, prepare material to be taught during teaching and learning

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activities, namely needs and tools to meet needs, compile data instruments for teacher success and data instruments on student activity and learning outcomes students in the form of observation formats, tests and preparation of recordings of action activities in the form of photo recordings of the implementation of actions.

Action

First, researchers carry out this learning action by giving greetings and providing motivation so that students are ready to participate in teaching and learning activities. Second, it helps students remember data or information relevant to the material being studied and then gives the question sheet to the student after which the student answers the question and shades it in a box after the answer, then corrected it together and each correct answer is given points. Thirdly, summing up the material that has been studied, then the student expresses his opinion about today's learning and provides reinforcement and conclusions.

Observation

Researchers, conducting during teaching and learning activities continue by observing student activities while in the classroom which includes first, students who pay attention to the teacher's explanation, second students who answer the teacher's questions, third students who record the subject matter, fourth students who want to do test questions, fifth students who express opinions about the material studied. This observation activity was carried out using student observation sheets and test questions, resulting in the following data:

Table 1. Distribution of Student Activity Frequency

Interval	Category	F	Percentage
81-100	Very Active	10	30%
71-84	Active	8	24%
61-74	Moderately Active	8	24%
41-64	Less Active	4	12%
0-39	Very Less Active	3	10%
Sum		33	100%

Table 1 above shows that student activity after using the Word Square learning model in the first cycle of 33 students who were the subject of the study there were 10 students or 30% were in the very active category, and 8 students or 24% were in the active category, then 8 students or 24% were in the moderately active category, and 4 students or 12% were in the less active category, Then 3 students or 10% are in the very less active category. Thus it can be said that the activeness of student learning after applying the Word Square learning model in the first cycle of material economics subjects understanding national income has not increased because student activity is only 30% of 33 students.

Table 2. Frequency Distribution of Learning Outcomes

Interval	Category	F	Percentage
85 -100	Very high	1	3%
75 – 84	Tall	10	30%
65 – 74	Keep	14	42%
40 – 64	Low	5	15%
0 – 39	Very Low	3	10%
Sum		33	100%

Table 2 above shows that student learning outcomes after using the Word Square learning model in the first cycle of material economics subjects understanding national income of 33 students who were the subject of the study there was 1 student or 3% was in the very high

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category, and 10 students or 30% were in the high category, then 14 students or 42% were in the medium category, and 5 students or 15% are in the low category, and 3 students or 10% are in the very low category. Thus, it can be said that student learning outcomes after applying the Word Square learning model in the first cycle have not increased because the average score of student learning outcomes in the first cycle is 66.9 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 cycle I with the aim of improving and perfecting the learning actions in cycle II. Because, in the first cycle, student activity is still in the category of lacking which is caused by students not paying attention to the teacher's explanation, not answering the teacher's questions, not taking notes on the subject matter, not wanting to do the questions, and even not expressing opinions about the material being studied. Meanwhile, learning outcomes are still in the low category because the level of completion criteria only covers 11 students or 33% of the total number of 33 students.

Cycle II

Planning

Researchers, carrying out cycle II actions together with teachers is carried out collaboratively such as compiling a learning implementation plan by paying attention to the reflection results of cycle I actions.

Action

At this stage, the data obtained from the second cycle of action includes the activeness and learning outcomes of students in economic learning subjects understanding national income, then researchers assess progress and consider today's lesson in accordance with the learning implementation design.

Observation

The researcher, made the same observations as those made on the I cycle observations that produced the following data:

Table 3. Distribution of Student Activity Frequency

Interval	Category	F	Percentage
81-100	Very Active	28	85%
71-84	Active	4	12%
61-74	Moderately Active	1	3%
41-64	Less Active	-	-
0-39	Very Less Active	-	-
Sum		33	100%

Table 3 above shows that student activity after using the Word Square learning model in cycle II of the 33 students who were the subject of the study there were 28 students or 85% were in the very active category, and 4 students or 12% were in the active category, then 1 student or 3% was in the moderately active category, and 0 students or 0% were in the less active category, Then 0 students or 0% are in the very less active category. Thus, it can be said that student activity after applying the Word Square learning model in cycle II of material economics subjects understanding national income has increased because student activity has reached 85% of 33 students.

Table 4. Frequency Distribution of Student Learning Outcomes

Interval	Category	F	Percentage
85 -100	Very high	22	66%
75 – 84	Tall	8	24%
65 – 74	Keep	3	10%
40 – 64	Low	-	-
0 – 39	Very Low	-	-
Sum		33	100%

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Table 4 above shows that student learning outcomes after using the Word Square learning model in cycle II of material economics subjects understanding national income of 33 students who were the subject of the study there were 22 students or 66% were in the very high category, and 8 students or 24% were in the high category, then 3 students or 10% were in the medium category, and 0 students or 0% are in the low category, and 0 students or 0% are in the very low category. Thus, it can be said that student learning outcomes after applying the Word Square learning model in cycle II increased because the average score of student learning outcomes in cycle II was 85.7 which was in the high category.

Reflection

The results of the reflection on the implementation of cycle I are a picture of the actions that must be taken in cycle II, the researcher makes slight changes, namely at the beginning of learning the researcher asks problems that are really close to real life that are often encountered in everyday life, focuses students' attention on the problems faced in the learning process, and pays attention to them to other actions taken by all students.

This gives good results because the activeness of students in teaching and learning activities is characterized by their enthusiasm in discussing a problem so that more students will respond to questions asked by researchers. Meanwhile, the learning outcomes test uses 10 multiple-choice questions, then students also show readiness to take the test and are better. This is evidenced by the completeness of students who reached 27 students or 82%, in contrast to the test in the first cycle which obtained completeness only reached 11 students or 33%.

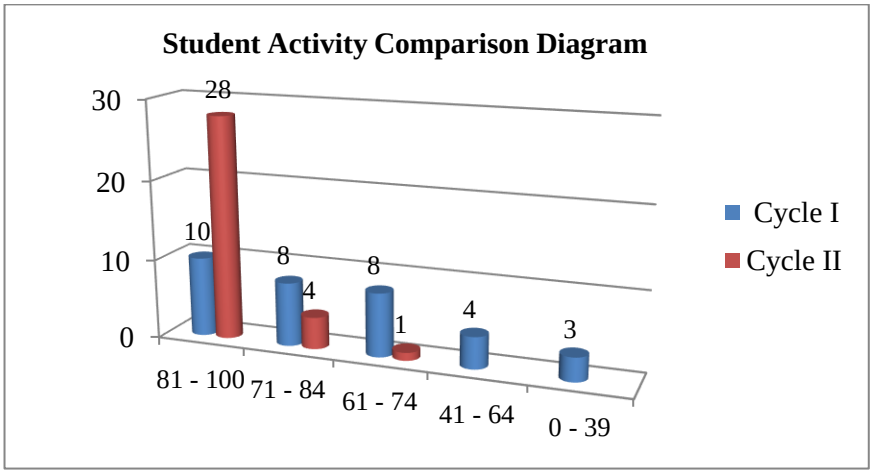

Figure 1. Student Activity Cycle I Cycle II

Figure 1 above shows that student activity after using the Word Square learning model in cycle I there are 10 students or 30% and in cycle II there are 28 students or 85% are in the very active category, then in cycle I there are 8 students or 34% and in cycle II there are 4 students or 12% are in the active category, and for cycle I there are 8 students or 24% and in cycle II there is 1 student or 3% is in the moderately active category, then for cycle I there are 4 students or 12% and in cycle II there are 0 students in the less active category, and for cycle I there are 3 students or 10% and in cycle II there are 0 students in the very less active category. Thus, it can be said that student activity after applying the Word Square learning model in cycle I and cycle II there is an increase in student activity, namely from cycle I to cycle II with excellent category scoring.

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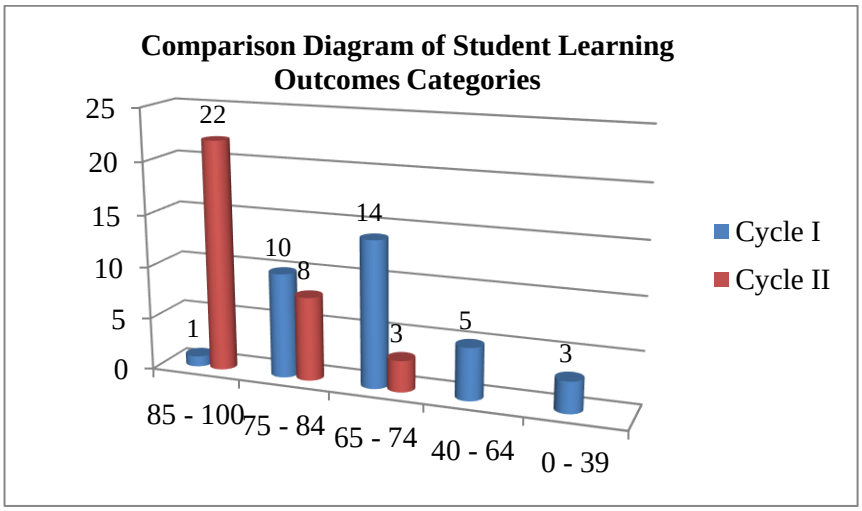

Figure 2. Student Learning Outcomes Cycle I Cycle II

Figure 2 above shows that student mastery after using the Word Square learning model in cycle I there is 1 student or 3% and in cycle II there are 22 students or 66% are in the very high category, then in cycle I there are 10 students or 30% and in cycle II there are 8 students or 24% are in the high category, and for cycle I there are 14 students or 42% and in cycle II there are 3 students or 10% are in the medium category, then for cycle I there are 5 students or 15% and in cycle II there are 0 students in the low category, and for cycle I there are 3 students or 10% and in cycle II there are 0 students in the very low category. Thus, it can be said that student mastery after applying the Word Square learning model in cycle I and cycle II there is an increase in student learning outcomes, namely from cycle I to cycle II with a very satisfactory category elimination.

Based on the results of observations of the level of student activity during the process of teaching and learning activities in material economics subjects, the definition of national income can be reported that in the aspect of students who pay attention to the teacher's explanation in cycle I with a percentage of 13.2% and in cycle II with a percentage of 13.2%, then the aspect of students who answer questions from teachers in cycle I with a percentage of 5.28% increases in cycle II with a percentage of 9.4%, and the aspect of students who record the subject matter of cycle I with a percentage of 4.6% increases in cycle II with a percentage of 10%, then the aspect of students who are willing to do the first cycle questions with a percentage of 3% increases in cycle II with a percentage of 8.8%, and the aspect of students who express opinions about the material of cycle I with a percentage of 2% increases in cycle II with a percentage of 7.6%. Thus, it can be concluded that the level of student activity has increased where in cycle I it was 57.6% and in cycle II it was 98%. This is in line with Arhan, (2016)stated that the word square learning model is a model that combines the ability to answer questions with foresight in matching answers and is able to increase student activity, because students are required to be active by shading the answer box where there are letters or numbers as a deception, so in determining the answer choice, it must be done scientifically.

Furthermore, the results of a descriptive analysis of the categorization of student activity during the process of teaching and learning activities by applying the Word Square learning model, this study revealed that in the very active category of cycle I there were 10 students or 30% increased to 28 students or 85% cycle II, then the active category of cycle I there were 8 students or 24% down to 4 students or 12% cycle II, and the moderately active category of cycle I there were 8 students or 24% down to 1 student or 3% of cycle II, then the category of less active cycle I there were 4 students or 12% down to 0 students or 0% cycle II, and the category of very less active cycle

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I there were 3 students or 10% down to 0 students or 0% cycle II. Thus, it can be concluded that the category of student activity has increased where in cycle I 30% of 33 students and cycle II 85% of 33 students. This is similar to Fitri, (2019)who stated that the word square learning model is a learning concept that can help teachers relate the material taught to students' real-world situations and encourage activeness in making connections between the knowledge they have and its application in their lives.

Based on the results of tests conducted to determine student learning outcomes in economics subjects, the definition of national income has achieved success indicators as determined by researchers based on the value of the Maximum Completeness Criteria (KKM) of SMA Negeri 11 Pangkep of 75%. From the learning outcomes of class XI students of SMA Negeri 11 Pangkep, it can be informed that students who get scores in the range of 85-100 cycle I there is 1 student or 3% increased to 22 students or 66% cycle II. In the range of 75 – 84 there are 10 students or 30% of cycle I down to 8 students or 24% of cycle II. In the range of 65 – 74 there were 14 students or 42% of cycle I down to 3 students or 10% of cycle II. In the range of 40 ¬– 64 there were 5 students or 15% of cycle I down to 0 students or 0% cycle II. In the range of 0 – 39 there are 3 students or 10% of cycle I down to 0 students or 0% cycle II. This is in line with Karwono & Mularsih, (2017) argues that student learning outcomes are abilities that children gain after going through learning activities because learning itself is a process of someone trying to obtain a form of sedentary behavior change.

Furthermore, the total number of students in class XI SMA Negeri 11 Pangkep in the first cycle obtained a score of 2,210 increased to 2,830 cycle II, in the average score of students in cycle I the acquisition of a score of 66.9 increased to 85.7 cycle II. In classical completion based on the Maximum Completion Criteria (KKM) obtained 11 students or 33% of cycle I and increased to 27 students or 82% of cycle II, while classical incompleteness based on the Maximum Completeness Criteria (KKM) was obtained by 22 students or 67% in cycle I and decreased to 6 students or 18% of cycle II. This is the same as Rinjani et al., (2021)stated that the selection of strategies with inappropriate learning models can affect behavior and reduce student motivation and interest in learning so that learning objectives are not achieved optimally. Learning must be planned systematically, focusing students' attention and planned based on needs and directed to changes in student behavior in accordance with the goals to be achieved.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research and discussion, it is concluded that student activity and learning outcomes have increased in each cycle, which is already in the category of very active and tuntus at the end of the cycle. This shows that the implementation of the word square learning model can increase the activeness and learning outcomes of class XI students of SMA Negeri 11 Pangkep.

Based on the conclusions above, the recommendation from the results of this research and discussion is that the principal and teacher professional staff must deceive the word square learning model in each subject because it has a good impact on the success rate of students, then for the next research must be able to pay attention to properly and correctly the stages in implementing the word square learning model so that the results are more effective and efficient.

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