The Influence of the Learning Together Type Cooperative Learning Model Assisted by Smart Closet Media on Students' Social Sciences Learning Outcomes

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Abstract:

Smart cupboard media is one of the simple media, which contains knowledge in it which is able to teach students to dare to express opinions or knowledge that they have gained so that it can grow students' ideas and insights, which makes students more focused in learning and speed in thinking so that they can improve results. student learning. The problem in this research is the low value of students' social studies learning outcomes. This research aims to determine (1) the application of the cooperative learning model of joint learning type assisted by smart cupboard media on the social studies learning outcomes of class VIII students at SMPN 1 Bandar Baru. (2) find out how much influence the learning outcomes have before and after using the cooperative learning model of the joint learning type assisted by smart cupboard media on the social studies learning outcomes of class VIII students at SMPN 1 Bandar Baru. This research uses a quantitative approach with a pre-experimental design research type, in the form of a one group pretest-posttest design where there is only one group. The population in this study was all 6 class VIII students. The sample in this study was 32 students in class VIII who were given treatment in the form of implementing a cooperative learning model using the smart cupboard media. The sampling technique uses a purposive sampling technique. The data collection techniques used are tests and documentation. The data analysis technique uses the normality test, homogeneity test, and t-test for the difference between two means. The results of this research were obtained from the scores before using the cooperative learning model with the help of smart cupboard media and the posttest with an instrument in the form of 15 multiple choice questions. Based on hypothesis testing using the t test (paired t test), the tcount = 8.389 and the ttable value at the α = 0.05 level with df = 30 is 2.042, meaning tcount > ttable or 8.389 > 2.042 at the
significance level $\alpha = 5\% (0.05)$ then $H_0$ is rejected and $H_a$ is accepted or there is a real (significant) influence of the variable on the variable of the cooperative learning model type of joint learning assisted by smart cupboard media on learning outcomes in class VIII-2. Based on this description, it proves that the use of the cooperative learning model of the joint learning type assisted by smart cupboard media has a very positive effect on student learning outcomes in social studies subjects in class VIII.2 at SMP Negeri 1 Bandar Baru.

**Keywords**: Cooperative Learning Model Learning Together Type, Smart Closet Media, Learning Outcomes

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**Introduction**

Education is the development of abilities in forming a dignified national character and civilization which aims to develop the potential of students to become human beings with noble, healthy, knowledgeable, capable, creative, independent and democratic and responsible citizens. The emphasis of education lies on the formation of awareness and personality of individuals or communities in addition to the transfer of knowledge and expertise. It can be concluded that education is very important in the continuity of human life which is a driving factor for changes in human behavior.

Education is an important aspect in a nation that determines the quality of the nation. The simple meaning of education is human efforts to develop their personality in accordance with the values of society and culture. Simply put, the civilization of a society, in which an educational process occurs or takes place. In line with (Hidayat & Abdillah, 2019: 24) education is a conscious and planned effort to provide guidance or assistance in developing physical and spiritual potential given by adults to students to reach maturity and achieve goals so that students are able to carry out their life tasks efficiently. independent. It can be concluded that education is one of the causes of changes in habits, behavior, thoughts and attitudes in a person, where environmental factors at school are also a driving factor for changes in students. To form changes in better habits in a student, the role of a professional teacher is needed.

Teachers have a very important role in the success of the learning process. A teacher's success in the learning process can come from achieving learning objectives. In the entire educational process at school, teaching and learning activities are the most basic activities. The successful achievement of educational goals is mainly determined by how the teaching and learning process is experienced by students. In achieving student learning success, the role of the teacher is needed, namely as a facilitator and motivator. Teachers have a very important role as the main facilitator in education. Achievement of a learning activity depends on the teacher's ability to manage learning activities. To prepare students with good cognitive (knowledge), affective (attitude) and psychomotor (skills) abilities, good teachers are also needed. Teachers who provide good learning and choose the right learning media can support learning effectively and efficiently to achieve optimal learning outcomes (Esi, Endang and Okianna, 2016: 2).

Until now, the implementation of learning activities in schools has not fully run optimally in accordance with learning objectives. There are problems at school
experienced by students, such as low student learning outcomes during the learning process. Many factors influence students’ success in achieving learning outcomes, including internal factors and external factors. According to (Hapnita et al., 2017: 2175) internal factors are all factors that come from within the student, including physical and psychological factors, while external factors are all factors from outside the student, including the family environment, school and community factors.

Based on the results of pre-research observations and interviews with a social studies teacher named Nurjannah on October 5 2022 at SMPN 1 Bandar Baru, researchers found problems in the learning process, namely that student learning outcomes were still relatively low and had not yet reached the Minimum Completeness Criteria (KKM). The cause of low student learning outcomes is due to a lack of communication between teachers and students in the learning process, teacher-centered learning and students’ lack of understanding of the material that has been presented. The KKM for social studies subjects at SMPN 1 Bandar Baru is 75. Then from the observation results it was also found that 6 students or 18.75% of students met the KKM and 26 or 81.25% of students did not meet the KKM which is attached in the 6 page attachment. 90.

Based on these problems, new breakthroughs are needed in learning activities that can improve student learning outcomes, one of which is by implementing models with the help of appropriate and interesting media. One of the appropriate learning models to improve student learning outcomes is the Learning Together (LT) type cooperative learning model. The Learning Together (LT) type cooperative learning model is a cooperative learning model that involves students working in groups of 4 or 5 heterogeneous people to handle certain tasks. The teacher divides students into groups. Then the teacher gives each student discourse or material to read and makes a summary. The use of the Learning Together (LT) type cooperative learning model also has an influence on improving learning outcomes for both individual and group students. This is because the Learning Together (LT) type cooperative learning model can motivate students to learn, so that student learning outcomes increase, encouraging each other and helping each other in explaining learning material, and completing tasks given by the teacher (Nas & Sulistyo, 2013: 940).

Learning models alone are not enough to improve student learning outcomes. It is best if learning is supported by the use of learning media that can make it easier for students to understand concepts. One of the innovative media that is thought to be able to help students improve their ability to understand material is the smart cupboard learning media. According to (Rusmianto, Baihaqi & Santoso 2021: 114) smart cupboard learning media is one of the simple media, which contains knowledge in it which is able to teach students to dare to express opinions or knowledge that they have obtained so that they can grow students’ ideas and insights, which makes students more focus in learning and speed in thinking so as to improve student learning outcomes.

Based on the description above, the author is interested in conducting research with the title "The Influence of the Learning Together Type Cooperative Learning Model Assisted by Smart Closet Media on Social Studies Learning Outcomes for Class VIII Students at SMPN 1 Bandar Baru".
Method

This research uses a quantitative approach, which means a research method based on the philosophy of positivism, which is used to research certain populations or samples, collect data using research instruments, analyze quantitative/statistical data, and aims to test predetermined hypotheses (Sugiyono, 2020: 16).

The type of research used in this research is pre -experimental design, with the research design used in this research being "one group pretest-posttest design". In this design, the research carried out two measurements, namely using a pretest and a posttest. The first measurement (pretest) was carried out to see the condition of the sample before being given treatment. The second measurement (posttest) was carried out after being given treatment. If the posttest score is greater than the pretest then the treatment has a positive effect (Sugiyono, 2020: 112).

Results

1. Analysis of the Application of the Learning Type Cooperative Learning Model Togther Assisted by Smart Closet Media on Social Studies Learning Outcomes of Class VIII Students at SMP 1 Bandar Baru

The research process was carried out face to face with one meeting with a duration of 2 class hours or 2x40 minutes. All 32 students in class VIII.1 were treated with cooperative learning of the Learning Together type with the material 'The Arrival of Western Nations to Indonesia'. The learning process is carried out in accordance with the syntax of the Learning Together type cooperative learning model assisted by smart cupboard media contained in the Learning Implementation Plan (RPP), at the end of the lesson the teacher gives students a posttest of 15 multiple choice questions, the purpose of giving this test is to find out how their grades are. students after carrying out the learning process in class using the Learning Together type cooperative learning model assisted by smart cupboard media.

At the implementation stage, with the core activities, the teacher conveys several important points that will be studied and the teacher explains an overview of the material. Then the teacher divides the students into 5 groups by opening the first drawer of the smart cupboard and the second drawer for the theme of LKPD work material. The teacher explains the steps in working on the LKPD. Each group must be able to understand the material found in the second drawer in order to relate it to the pictures in the third drawer. Until finally, from the second and third drawers, students can analyze the material and make LKPD on palno paper. In the closing activity, students are given the opportunity to summarize the material they have studied and provide confirmation from the teacher. The teacher then reminds students to always repeat the lessons they have learned. At the evaluation stage the teacher gives a post-test of 15 multiple choice questions which are done independently and collected before the lesson ends. Teachers and students close the lesson with prayer.

All research activities that took place from start to finish were observed by observers to assess the learning process using the Learning Together model assisted by smart cupboard media. Based on calculations from learning activities with data obtained from observation sheets which were then tested for correctness, it was found that 94.4% had achieved the criteria for a very good score percentage. The score criteria can be seen in table 3.4, page 40.
In line with research by M. Zainal Mustaamiin (2020) entitled The Influence of the Problem Based Learning Model to Improve Student Learning Achievement in Mathematics Subjects for Class V Students at Sdn 5 Banyumulek, West Lombok Regency. The results of the research, teacher and student activity data were taken using observation sheets, while student learning achievement data was obtained through tests given at the end of each cycle. From the results of observations of student and teacher activities in cycles I and II, it shows that the percentage of student achievement in cycle I was 53%. In cycle II the percentage of student achievement was 80%, while the results of observations of teacher activities in cycle I and cycle II showed that the percentage of teacher achievement in cycle I was 80%, and in cycle II the percentage of teacher achievement was 100%, and the results of student evaluations in cycle I the percentage of student learning completeness was 71.42%, while in cycle II the percentage of student learning completeness was 89.29%. So there was an increase in student learning achievement from cycle I to cycle II by 17.78%, this indicates that the application of the Problem Based-Learning method can increase students' mathematics learning activity and achievement on the main material of calculating fractions in class V of SD Negeri 5 Banyumulek in the academic year 2019/2020.

This is also in line with research (Dara Sukma Sari and Desyandri Sari, 2021) entitled Improving Student Learning Outcomes Using the Discovery Learning Model in Thematic Learning in Class V of SDN 20 Muara Jambu, Pesisir Selatan Regency. The results of the research show that assessing the Learning Implementation Plan in integrated thematic learning using Discovery Learning can improve students’ learning processes and outcomes. This is proven by the increase in the RPP observation score in cycle II from the previous cycle, where in cycle I the percentage was 79% with good qualifications (B), increasing in cycle II to 95% with very good qualifications (SB). Implementing an integrated thematic learning process that is implemented by paying attention to the RPP and student learning characteristics, as well as implementing learning model steps properly can increase teacher and student activity. This can be seen from the results of observations on aspects of teachers who obtained a percentage of 81.25%, and increased to 93.75% with very good qualifications (SB). Likewise, student activity from a percentage of 81.25% increased to 93.75% with very good qualifications (SB).

2. Analysis of Learning Outcome Values Before and After Using Cooperative Learning Model Learning Together Type Assisted by Smart Cupboard Media on Social Studies Learning Outcomes for Class VIII Students at SMP 1 Bandar Baru

The learning outcome scores obtained by students before implementing the Learning Together model assisted by smart cupboard media obtained the lowest score, namely 30, while the highest score was 84 and the average score was 60.19. Meanwhile, the score for student learning outcomes after implementing the Learning Together model assisted by smart cupboard media obtained the lowest score, namely 73, while the highest score was 100 and the average score was 84.16. Based on this description, it can be concluded that there was an increase in students’ social studies learning outcomes after implementing the Learning Together type cooperative learning model assisted by smart cupboard media in class VIII-2 students at SMP 1 Bandar Baru with an average score before implementation of 60.19 and after implementation it increased to 84.19.

Based on the results of the SPSS version 26 output data normality test, the sig value in the Kolmogorov table was obtained, namely 0.200 > 0.05. In the Shapiro-Wilk table
before treatment, a Sig value was obtained of 0.634 > 0.05 and after treatment, a Sig value was obtained of 0.443 > 0.005. Thus the data is normally distributed. Then the homogeneity test results obtained were 0.216 > 0.05. Thus, the data had a homogeneous distribution.

Based on the data correlation statistical test, the sig value results before and after using the Learning Together type cooperative learning model assisted by smart cupboard media and the post-test are both 0.263, where 0.000 > 0.05, so there is a relationship between the before and after values. Furthermore, the results of the paired samples test data obtained Sig. (2-tailed) 0.000 means the Sig value is 0.000 < 0.005 so there is a significant difference between the social studies learning outcomes of class VIII-22 students in the pretest posttest data at SMP Negeri 1 Bandar Baru. Next, a significance test is carried out by comparing tcount and ttable in this study which can be determined using the t distribution table at a significance of 0.05/2 = 0.025 (two-sided test) with df = n-2 or df = 32-2 = 30, where get a t table of 2.042.

"Paired Samples Test" output table that has been presented, it is known that tcount has a negative value, namely -8.389, this negative tcount is because the average value of learning outcomes before is lower than the average value of learning outcomes after implementation. In the context of a case like this, a negative tcount value can have a positive meaning. So tcount becomes 8,389. The criterion is tcount > ttable or 8,389 > 2,042 at the significance level α = 5% (0.05), then Ho is rejected and Ha is accepted. This criterion shows that there is a real (significant) influence on student learning outcomes before and after using the Learning Together type cooperative learning model assisted by smart cupboard media on social studies subjects at SMP Negeri 1 Bandar Baru.

The results of this research are also in accordance with research conducted by Moch Khoirunnas and Edy Sulistyo (2013) with the title The Influence of the Cooperative Learning Model of the Learning Together Type on Student Learning Outcomes in the Training Course Explaining the Basics of Video Signals at SMK Negeri 1 Sidoarjo. The results of the research show learning outcomes, students using the Learning Together type cooperative learning model was 85,712 and the average learning outcome for students using the direct learning model was 78,809. The difference between the learning outcomes is declared at a significant level of 5%, for tcount it is 5.108 and ttable is 1.99. Therefore tcount > ttable, then Ha is accepted and Ho is rejected, from this statement the learning outcomes that use the learning together type cooperative learning model are better than the learning outcomes that use the cooperative learning model taught in classes X TAV 1 and X TAV 2 SMK Negeri 1 Sidoarjo. What Khoirun Nas and Edy's research has in common with this research is that they both discuss or study the Learning Together (LT) learning model on learning outcomes, while the difference is that Khoirun Nas and Edy's research does not use media, whereas this research uses interesting learning media, namely smart cupboard media.

This research is also in accordance with Ike Sasmita et al (2022) with the title The Influence of the Learning Together (LT) Type Cooperative Learning Model on the Mathematics Learning Outcomes of Class IV Students at SD Negeri 138 Palemban. This research aims to determine whether or not there is an influence of the Learning Together type cooperative learning model on the mathematics learning outcomes of class IV students at SD Negeri 138 Palembang. The population of this study was all fourth grade students at SD Negeri 138 Palembang in 4 classes totaling 102 students. Two classes were sampled, namely class IV.B as the experimental class with 26 students and class IV.C with 25 students as the control class. This research method is experimental. The design used is
Posttest-Only Control Design. Data collection techniques use tests. The data analysis technique used is the t-test (Independent Sample T Test). Based on the results of data analysis, it was found that the calculated t value was 7.710, while the t table with df 49 was at a level of 0.05, so t table = 1.676. So it is stated that tcount > ttable = 7.710 > 1.676 so that tcount is declared significant where Ho is rejected and Ha is accepted. So the conclusion of this research is that there is an influence of the learning together type cooperative learning model on the mathematics learning outcomes of class IV students at SD Negeri 138 Palembang. What Ike Sasmita et al.'s research has in common with this research is that they both examine the effect of the Learning Together type cooperative learning model on learning outcomes. Meanwhile, Ike Sasmita et al.’s research was conducted in Mathematics subjects, while the researcher's research was carried out in Social Sciences subjects.

Based on the research results above, the success in using the Learning Together (LT) type cooperative learning model assisted by smart cupboard media is also supported by the advantages of smart cupboards which are simple media, which contain knowledge in them which is able to teach students to dare to express opinions or knowledge that they have acquired so that can grow students' ideas and insights, which makes students more focused in learning and faster in thinking, thereby improving student learning outcomes (Rusmianto et al, 2021: 114).

Conclusion

Based on the results of the research and discussion that the researcher has described regarding the influence of the Learning Together type cooperative learning model assisted by smart cupboard media on the social studies learning outcomes of class VIII students at SMPN 1 Bandar Baru, the following conclusions can be drawn from this research:

1. The implementation of the learning to gether cooperative learning model assisted by smart cupboard media in social studies subjects for class VIII students at SMPN 1 Bandar Baru has been implemented according to the syntax of the Learning Together type cooperative learning model contained in the Learning Implementation Plan (RPP), running very well and smoothly.

2. The value of student learning outcomes in social studies subjects using the learning together cooperative learning model assisted by smart cupboard media has increased. Based on the test results obtained, students’ scores on the pretest obtained an average score of 60.19, while on the posttest, the average score was 84.16. Furthermore, from the processing results in the 'Paired Sample Test’ data table with a significance level of 0.05, it is known that sig. (2-tailed) is 0.000 smaller than the α value (0.05). This shows that there is a difference in the average learning outcomes before the implementation of the Learning Together (LT) model assisted by smart cupboard media and after the implementation has been implemented. In the final results, the test criteria tcount > ttable or 8.389>2.042 at the significance level α = 5% (0.05), then HO is rejected and Ha is accepted. This criterion shows that there is a real (significant) influence on student learning outcomes before and after using the learning together type cooperative learning model assisted by smart cupboard media in social studies subjects at SMP Negeri 1 Bandar Baru.
**Suggestion**

Based on the research results and discussions that the researcher has previously described, the suggestions for this research are as follows: (1) It is hoped that schools can provide all facilities that support the learning process in schools, such as supporting books for social studies subjects. This aims to make it easier for students to find information related to their learning material; (2) Teachers are expected to be able to try to carry out Learning Together (LT) type learning models assisted by cupboard media in teaching and learning activities in an effort to improve the quality of social studies learning in schools; (3) Researchers are expected to be able to conduct research using models with the help of other educational media with more diverse data analysis methods so that the results obtained are truly optimal and represent the conditions during the learning process.

**References**


