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Application of the Everyone is A Teacher Here Learning Strategy to Elementary-aged Students

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ABSTRACT

This study aims to analyze the results of applying the everyone is a teacher here learning strategy to students of class V MIN 12 Medan City. This study uses a descriptive qualitative research method that aims to describe an object, phenomenon, or problem with the facts being studied. Data collection techniques were carried out using observation techniques, interviews, and documentation studies. The results of the research on students in class V MIN 12 Medan City, namely: (1) students can work together well, (2) students can write questions that are appropriate to the learning material (3) students dare to appear in front of the class in answering questions from other groups. The application of the everyone is a teacher here learning strategy can be implemented properly because there is a significant increase in student learning outcomes. Students become more active in learning because the strategies used can attract students' interest and attention in learning. Thus, learning by applying the everyone is a teacher here strategy gets a positive response from students so that it is feasible to be implemented by the teacher.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis hasil dari penerapan strategi pembelajaran everyone is a teacher here pada siswa kelas V MIN 12 Kota Medan. Penelitian ini menggunakan metode penelitian kualitatif bersifat deskriptif yang bertujuan untuk mendeskripsikan suatu objek, fenomena, atau permasalahan terhadap fakta yang sedang diteliti. Teknik pengumpulan data yang dilakukan dengan menggunakan teknik observasi, wawancara, dan studi dokumentasi. Adapun hasil penelitian pada siswa kelas V MIN 12 Kota Medan, yaitu: (1) siswa dapat bekerjasama dengan baik, (2) siswa dapat menulis pertanyaan yang sesuai dengan materi pembelajaran (3) siswa berani tampil ke depan kelas dalam menjawab pertanyaan dari kelompok lain. Penerapan strategi pembelajaran everyone is a teacher here sudah dapat diterapkan dengan baik karena terdapat peningkatan yang signifikan terhadap hasil belajar siswa. Siswa menjadi lebih aktif dalam pembelajaran karena strategi yang digunakan dapat menarik minat dan perhatian siswa dalam belajar. Dengan demikian, pembelajaran dengan menerapkan strategi everyone is a teacher here mendapat respon positif dari siswa sehingga layak diterapkan oleh guru.

PRELIMINARY

Usually, in the educational process of elementary school age children, it is prioritized by using the learning method of playing while learning. This is done because this method is more suitable for children who tend to prefer to play. So educators take advantage of this to educate them by playing while learning, that is, besides playing, they are also honing their skills and abilities. This method will be more effective in the child's brain memory for the development of knowledge because at this time the child's brain memory development is very rapid.

Playing while learning is an activity that elementary school-aged children enjoy doing without any coercion, of course this can result in good child development. Through playing, children can obtain and process information about new things and practice existing skills. The game used in elementary school education is a game that stimulates children's creativity to channel their energy by discovering new things

that have not been known before in a fun way (Wahyuni, 2020).

When the teaching and learning process does not all have to come from the teacher, students just sit together and listen to the teacher's lectures, but students can also teach each other to their friends. When learning, students often have difficulty understanding the lessons given by the teacher, students are not so enthusiastic about following the lessons. This is because the teacher is a source of knowledge for students, so students get bored if they only speak in one direction, all of which come from the teacher. Therefore, the teacher must have a learning strategy so that students do not get bored easily during learning so that with the strategy, learning can take place effectively (Huda, 2013).

According to Dick & Carey, learning strategy is a set of learning materials and procedures that are used together to create learning outcomes for students. The selection of learning strategies is carried out by considering situations and conditions, learning resources, needs and characteristics of students faced in order to achieve certain learning objectives (Sabri, 2010). The relationship between strategies, objectives, and learning methods can be described as a unified system with a starting point from determining learning objectives, selecting learning strategies, and formulating objectives which are then implemented into various relevant methods during the learning process (Suprijono, 2011).

Thus, the teacher must be able to create a learning atmosphere that is so diverse. The meaning is very diverse, so there must be a big initiative in teaching methods that involve children in doing lessons so that children can interact, ask questions and express ideas taught by the teacher. Active learning or commonly called active when learning is when students react quickly and when learning they understand quickly and there is no boredom, because learning is very fun for children.

Active learning provides opportunities for students to participate actively in learning, both in the form of interactions between students and between students and teachers in the learning process (Sanjaya, 2008). To improve student learning outcomes, teachers are required to have the ability to manage teaching and learning processes, manage teaching materials, be able to classify various strategies that can motivate students to learn. Things that must be considered in creating a learning system for students by involving students actively, namely by paying attention to student interests, and student motivation must be considered when creating an education system.

One learning strategy that makes students more active is the everyone is a teacher here learning strategy (Aryaningrum, 2015). Everyone is teacher here is learning that can be used to improve the learning process of students, and can be adapted to the goals to be achieved by learning in various subjects, especially achieving goals which include aspects: the ability to express opinions, the ability to analyze problems, the ability to write group opinions after making observations, and the ability to conclude (Liasari, *et.al.*, 2017).

In fact, studies regarding the application of the everyone is teacher here learning strategy have been researched by several people. Among the researchers who discussed this study from the aspect of the influence of the everyone is a teacher here strategy on student learning motivation (Impati & Jamila, 2018). Applying the everyone is teacher here learning strategy to improve students' speaking skills (Nurmalasari, 2019). The use of the everyone is a teacher here model in improving student learning outcomes (Aprilia & Ansori, 2020). The effect of everyone is a teacher here learning strategy on learning outcomes in mathematics (Halidin, 2020). The effect of the everyone is a teacher here learning strategy on student learning outcomes in integrated social studies subjects (geography) in class VIII SMP Negeri 1 Belitang III Oku Timur (Aryaningrum, 2015). Improving science learning outcomes using the everyone is teacher here learning strategy for elementary school students (Antony & Mudjiran, 2021).

Based on the literature review that has been described, it is known that there is an empty space for the analysis of the implementation of the everyone is teacher here learning strategy. Therefore, further and in-depth explanation is needed on this matter which has been summarized in the title of the research on the effect of implementing the everyone is teacher here strategy on students in elementary schools. Through this research, it is hoped that educators can be more creative in carrying out learning so that students are not bored and can improve learning outcomes. Therefore, in this case the writer is very interested in studying and analyzing the effect of implementing the everyone is teacher here strategy, especially for students of class V MIN 12 Medan City.

METHOD

This study uses a descriptive qualitative research method that aims to describe an object, phenomenon, or problem with the facts being studied. This research was conducted at the MIN 12 school in Medan City on Saturday, March 4 2023. The object of this research was the implementation of learning with the everyone is a teacher here strategy for fifth grade students. Data collection techniques were carried out using observation, interview, and documentation studies techniques. . According to Sugiyono, a qualitative research method is a research method that examines the condition of natural objects, whereas in experiments, where the researcher is the key instrument, data collection techniques are carried out by triangulation. Data analysis is inductive in nature, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2020).

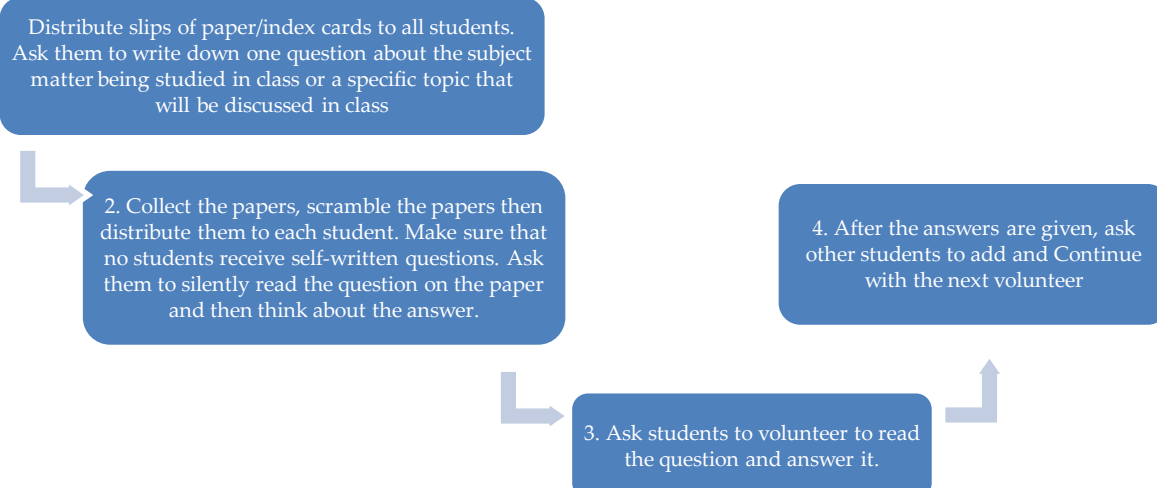
FINDINGS AND DISCUSSION

The learning method that is widely known and applied in educational institutions is active learning, namely learning that invites students to learn actively. The learning method proposed by Melvin L. Silberman in his book *Active Learning* contains 101 models of active learning strategies, one of which is the active learning strategy or active learning type everyone is a teacher here (Khasani, 2018). The everyone is a teacher here strategy means that everyone here is a teacher, which gives students an understanding that teachers are not the only source of information. In this case, information can also be received from peers, so that each student has the possibility to share information with colleagues according to their abilities (Santosa, 2022).

Everyone is a teacher here is a very appropriate strategy to get overall and individual class participation. This strategy provides opportunities for all students to act as teachers for their peers. This strategy also makes students who do not want to take part in learning to actively participate in learning. This is in accordance with Silberman, who said some experts believe new subjects are truly mastered when students can teach them to others (Amral, 2020).

Independent learning can be interpreted as activities that are driven by their own will, their own choices and the student's own personal responsibility. Learning independence only leads to the achievement of learning outcomes, starting with skills, development, reasoning and forming attitudes toward self-discovery when he experiences himself in the process of obtaining learning outcomes. Based on this opinion, it can be understood that a person can be said to be independent in learning if he is able to take the initiative in learning, starting from understanding his learning needs to evaluating the learning outcomes he has achieved (Pratama, *et.al.*, 2019).

Here are some steps that teachers can take in implementing the everyone is teacher here learning strategy when the learning process takes place, namely:



In selecting the implementation of the everyone is a teacher here strategy in this cooperative learning model, students must be active in groups to do group assignments, answer questions, and present them in front of the class, and students can explain what they learn to their friends in front of the class. This strategy can also improve students' ability to communicate based on their knowledge skills to others,

both orally and in writing, to bring up new ideas that can increase students' knowledge related to learning material studied in class (Yusuf, 2018).

The benefits of implementing the everyone is a teacher here strategy can increase class participation as a whole and individually, can activate students, explore the widest possible knowledge both administratively and academically, analyze student understanding of certain topics, and can elicit student responses (Asiza, 2019). The everyone is teacher here strategy has advantages such as questions that can attract and focus attention, train students' thinking skills and memory, and develop students' courage and skills to express their opinions (Febrianti, et.al., 2017). However, the everyone is a teacher here strategy also has weaknesses such as requiring a relatively long time, students feel afraid or embarrassed when the teacher cannot provide mental encouragement, and it is quite difficult to ask easy questions for students to understand and think according to their level of thinking. (Hidayat, 2019). Applying the everyone is teacher here learning strategy can make students more active during the learning process, and also students are more courageous in giving their opinions about the lessons that have been taught. So that students easily understand the material being taught and can improve student learning outcomes (Aprilia, et.al., 2020).

Suprijono in Chandra, et.al. (2020) says that there is a saying that "...what I hear I forget, what I see I remember and what I do, I understand". This means that learning by direct experience will increase the retention of information in the mind and make the learning process more meaningful. Through an active learning strategy of the everyone is a teacher here type, it is hoped that students will be more active and happy in receiving lessons and ultimately the learning objectives can be achieved.

Thus through the active learning strategy of the type everyone is a teacher here, according to Sekarningrum & Suprijono in Aprianti (2021) there are several results that can be expected as follows: a) For each individual, each student dares to express opinions through answers to questions which he has made; b) Able to express opinions through writing and state them in front of the class; c) Other students dare to express opinions and state wrong answers from other groups; d) Trained in concluding problems and results of studies on the problems studied.



Figure 1. The teacher distributes papers



Figure 2. Students discussing with groups



Figure 3. Students write questions



Figure 4. Students answer questions

Based on the picture above, it can be concluded that when the teacher gives paper to students to write questions based on group discussions, students quickly write questions that are not understood according to the material explained by the teacher, then the teacher collects the paper and scrambles the paper so that students answer it from another group. This will train students to be more courageous in appearing in front of the class and giving their opinions based on the knowledge they have. After that the teacher can provide affirmation of the material to the questions made by students.

The supporting and inhibiting factors always appear in a series of learning activities. Sanjaya argues that there are several factors that can affect the learning system process activities, including teacher factors, student factors, facilities, tools or strategies, available media, and the environment (Sanjaya, 2016). Factors supporting the implementation of the active learning strategy type everyone is a teacher here, namely: (1) the strategy is easy to implement (2) does not require a lot of media, (3) can attract and focus students' attention, (4) train students' thinking skills and memory, as well as developing the courage and skills of students.

The inhibiting factors in the implementation of the everyone is a teacher here type of active learning strategy are: (1) class conditions that are not conducive, (2) students lack courage and are not confident when expressing their opinions, (3) it takes quite a long time, (4) there is passive students during the discussion process. Based on the results of observations that have been made by researchers in class V MIN 12 Medan City, namely: (1) students can work well together, (2) students can write questions that are appropriate to the learning material (3) students dare to appear in front of the class to answer questions from other groups. The application of the everyone is a teacher here learning strategy can be implemented properly because there is a significant increase in student learning outcomes. Students become more active in learning because the strategies used can attract students' interest and attention in learning.

Thus, learning by applying the everyone is a teacher here strategy gets a positive response from students so that it is feasible to be implemented by the teacher. From the results of interviews conducted by researchers with fifth grade students at MIN 12 in the city of Medan, they stated that learning using the everyone is teacher here strategy is more exciting and fun so that they are even more enthusiastic about learning and they find it easier to understand learning. Therefore, learning by applying the everyone is a teacher here strategy is effective when the learning process takes place.

CONCLUSION

Based on the results of research on students in class V MIN 12 Medan City, namely: (1) students can work well together, (2) students can write questions that are appropriate to the learning material (3) students dare to appear in front of the class in answering questions from the group other. The everyone is teacher here strategy is learning that can be used to improve the learning process of students, and can be adapted to the goals to be achieved by learning in various subjects, especially achieving goals which include aspects: the ability to express opinions, the ability to analyze problems, the ability to write opinions group after making observations, and the ability to conclude. Applying the everyone is teacher here learning strategy can make students more active during the learning process, and also students are more courageous in giving their opinions about the lessons that have been taught. So that students easily understand the material being taught and can improve student learning outcomes.

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