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**Implementation of Student Facilitator
Learning Model and Explaining Healthy and Unhealthy
Environment Material to Improve Learning Activities and Learning
Outcomes of Elementary School/Islamic Elementary School Students**

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ABSTRACT

This study aims to determine student learning outcomes which have increased by using the SFE (Student Facilitator Explaining) model for MI/SD students. One of the recommended learning models for learning activities is the cooperative learning model. The cooperative learning model is a teaching and learning activity carried out in small groups, students learn and work together to arrive at optimal experiences both individual and group experiences. The method of writing scientific articles is qualitative research using descriptive methods. The results of this study regarding the application of the use of the student facilitator and explaining model in elementary schools can improve student learning outcomes by making students as facilities in learning and making students more active.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hasil belajar siswa yang lebih meningkat dengan menggunakan model SFE (Student Facilitator Explaining) siswa MI/SD. Salah satu model pembelajaran yang dianjurkan untuk kegiatan pembelajaran adalah model pembelajaran cooperative learning. Model cooperative learning merupakan kegiatan belajar mengajar yang dilakukan dalam kelompok kecil, siswa belajar dan bekerjasama untuk sampai pada pengalaman optimal baik pengalaman individu maupun kelompok. Metode penulisan artikel ilmiah ini adalah dengan penelitian kualitatif dengan metode deskriptif. Adapun hasil penelitian ini tentang penerapan penggunaan model student facilitator and explaining di sekolah dasar dapat meningkatkan hasil belajar siswa dengan menjadikan siswa sebagai fasilitator dalam pembelajaran dan menjadikan siswa lebih aktif.

INTRODUCTION

Each child has their own level of intelligence and skills, so as a teacher or educator must be able to know and learn the abilities of each student so that they can find and develop their respective potentials. Ideally, elementary school children enjoy playing while learning. The world of children at the elementary school level is playing and actively moving according to their respective imaginations. Thus, teachers must provide learning facilities that allow students to move freely in every learning activity.

Elementary school children prefer to play without prioritizing their learning interests, because the world of elementary school children is a world of play full of activity. Children will be happier moving, happy to work in groups actively, and happy to do or practice something directly. Therefore, the role of teachers will be very important in children's learning, especially at the elementary school level. In addition to the role of teachers in educating, teaching, or

guiding students in learning, teachers must also be able to create an effective and appropriate learning atmosphere, and not boring for children to re-attract children's interest in learning.

Children spend so much time and energy playing every day. Games must provide developmental tasks and benefits for children's development, so it is necessary to develop how children's games support them to develop better. This is what then becomes the role of teachers in children's education who must be skilled at making games that remain games but educate children (Wahyuni, et.al., 2020). The development process that occurs in childhood is a comprehensive development, be it social, physical, emotional, intellectual and language development. The nature of development has been proven to be systematic, progressive, and sustainable. Children's growth and development can develop well if served by physical health, adequate nutrition, and proper education (Hayati, et.al., 2021).

Social studies education in elementary schools is a field of study that studies all aspects of community life and its interactions in society. The purpose of social studies is to systematically teach about life in human society. Therefore, the function of social studies is very important to train students to develop knowledge, attitudes, and skills, so that they can play an active role in their future lives as members of society and good citizens. This purpose places a heavy responsibility on teachers to put a lot of thought and energy into teaching social studies well (Ariyanti, 2016).

Nowadays, people live in a world full of changes. New data, new people, new science and technology and new environment and new problems. So traditional methods are not suitable for all situations. Traditional ways of thinking are not enough to solve problems. Development recommendations can then be obtained by practice to achieve the desired problem-solving results. Groups need different thinking skills in developing effective ideas, management methods and how to implement new ideas.

Now children need to be taught hard skills and it is the foundation of all the learning they will do in their lives. In this case, the role of elementary school teachers in elementary schools is to teach children to read, write, count, analyze and record their knowledge of the world, and provide them with experiences that stimulate their imagination and expand their world (Hanifa, et.al., 2021).

The learning model is one of the factors that can support learning activities to improve the learning outcomes of students, as it is known that if learning outcomes increase, students' critical thinking abilities will also increase, therefore the application of the right learning model is highly recommended when learning activities are carried out. One of the learning models recommended for learning activities is the cooperative learning model. The cooperative learning model is a teaching and learning activity carried out in small groups, students learn and work together to achieve optimal experiences, both individual and group experiences (Rofiq, 2010).

This cooperative learning model has many types, one of which is the student facilitator and explaining type which is expected to improve students' critical thinking skills. The student facilitator and explaining model is an alternative learning model to increase student activity in learning, through which a student can facilitate and explain lessons to other students. Experimentation of the Student facilitator and explaining learning model on learning outcomes about healthy and unhealthy environmental materials (Mustikasari, et.al., 2019).

METHOD

This study uses a qualitative research type with a descriptive method. Descriptive is a research method that aims to describe and interpret objects as they are. Qualitative research usually uses observation, documentation, and interview methods to collect data. Interviews are used as a data collection technique when researchers want to conduct preliminary research to find out what problems need to be studied and also when researchers want to know more about respondents. Documentation is a record of events. Documentation can be in the form of writing, pictures or monumental works of a person. The type of observation used is participant

observation, where researchers are directly involved in teaching activities carried out in the field.

FINDINGS AND DISCUSSION

The Nature of the Student Facilitator and Explaining Type Cooperative Learning Model

According to Soekamto, the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences. The learning model functions for learning situations that are systematically structured to achieve learning objectives through activities carried out (Turmuzi, et.al., 2012). The cooperative learning model of the student facilitator and explaining type is an alternative learning model to increase student activity in learning due to the role of students in facilitating and explaining to other students (Astuti, 2016).

The Student Facilitator and Explaining method is a method in which students present ideas or opinions to other students (Lie, 2008). Student facilitator and explaining is a cooperative learning model that emphasizes a special structure designed to influence student interaction patterns and aims to improve academic mastery (Muslim, 2014).

Based on several definitions expressed above, the student facilitator and explaining learning model is a learning model that is oriented towards students where students are required to be more active in learning activities by making students facilitators and conveyors of learning to other students using certain methods.

According to Huda, the Student Facilitator and Explaining model is a learning model where teachers can present or demonstrate material in front of students and then give students the opportunity to explain it to their friends. Meanwhile, according to Suprijono, the Student Facilitator and Explaining learning model is a learning model that allows students to create concept maps and graphs to improve student creativity and learning achievement. The Student Facilitator and Explaining learning model is a type of cooperative learning that emphasizes certain structures designed to influence student interaction patterns and is intended to improve mastery of the material when students convey ideas or opinions to other students (Suprijono, 2008).

The student facilitator and explaining models refer to models that allow students to create concept maps and graphs to enhance student creativity and success. In social studies subjects about healthy and unhealthy environments. A healthy environment is a clean environment. A healthy environment is characterized by clean and fresh air, fertile soil, clean water sources, no scattered garbage and lots of green plants. While an unhealthy environment is an environment that is polluted, dirty, and full of garbage.

The Facilitator and Explainer learning model is a series of presentations of teaching materials that begin with an open explanation, provide opportunities for students to explain again to their peers, and end with all the material for students. By implementing the facilitator and explanatory student learning model, the teacher acts as a facilitator by providing active learning opportunities for students, because teachers must be able to direct and direct student learning activities based on objectives. Such conditions will change the conditions of teaching and learning activities towards student-centered learning which was originally centered on the teacher. In the Tutor and Explain to Student learning model, students/participants can convey their ideas or views to other participants. So this model can help students communicate ideas and concepts (Nugraheni, 2022).

Steps of the Student Facilitator and Explaining Type Cooperative Learning Model

The stages of learning the student facilitator and explaining learning model are as follows: first, the teacher communicates the skills needed, the teacher explains the learning objectives and provides a summary of the content. Second, the teacher demonstrates or presents the outline of the learning material. Third, the teacher gives students the opportunity to explain to other students. for example, through charts or concept maps in groups. Fourth, the teacher

summarizes the students' ideas or opinions. Fifth, the teacher explains all the materials presented at that time, then closes.



Figure 1. Students choose a healthy environment and an unhealthy environment.



Figure 2. Healthy environment

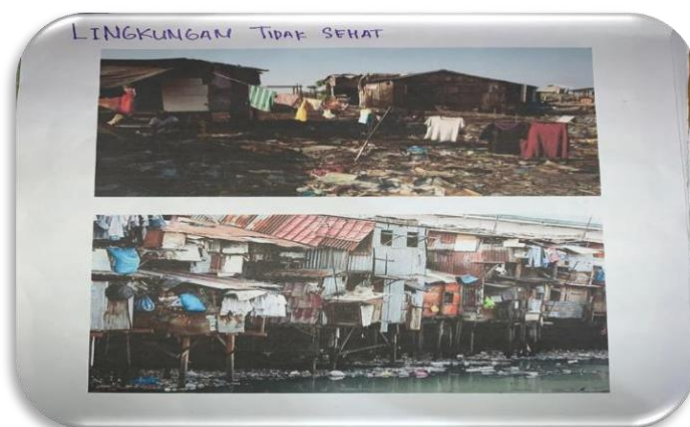


Figure 3. Unhealthy environment

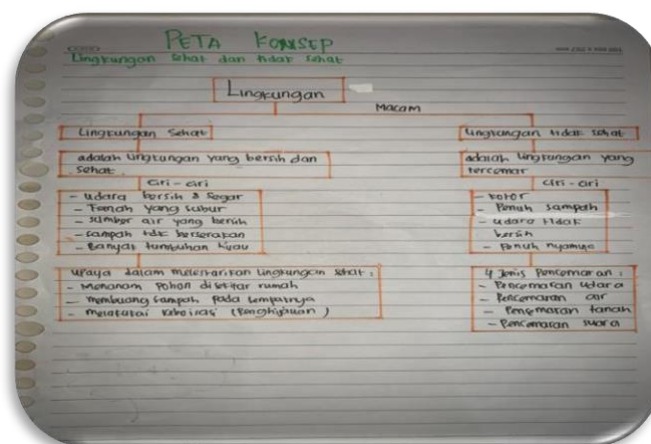


Figure 4. Example of a concept map

Advantages and Disadvantages of the SFE Model

According to Hidayati and Nur, the advantages of the Student Facilitator and Explaining learning model are as follows: (a) Students are invited to be able to explain to other students, (b) Students can express ideas that are in their minds so that they can understand the material better, (c) The material presented is clearer and more concrete, (d) Can increase students' absorption because learning is done through demonstrations, (e) Train students to become teachers, because students are given the opportunity to repeat the teacher's explanation that has been heard, (f) Stimulate students' motivation to be the best in explaining teaching materials, (g) Know students' abilities in conveying ideas or concepts (Saifuddin, et.al., 2015).

According to Hidayati and Nur, the weaknesses of the Student Facilitator and Explaining learning model are as follows: (a) There are the same opinions so that only some of them appear, (b) Many students are less active, (c) Students who are embarrassed do not want to demonstrate what the teacher has instructed them to do or many students are less active, (d) Not all students have the same opportunity to do it (explain again to their friends due to limited learning time), (e) It is not easy for students to make concept maps or explain the material briefly (Pratiwi, et.al., n.d.).

The Student Facilitator and Explaining education model is a solution that can be used to increase student motivation in the learning process. With the Student Facilitator and Explaining learning model, it can create a sense of pleasure and interest in learning, courage, focus on learning, develop independent ideas from the results and increase student motivation in learning, increase knowledge and memory. By using the Student Facilitator and determining learning styles, it can improve student learning outcomes. This type of education is expected to overcome the problem of low student achievement. The teaching model used by teachers will be very beneficial in terms of results in teaching and learning.

The focus of the problem in this study is that the results of social studies learning are still not in accordance with expectations. Students are still used to being passive, so that students are less active in participating in learning. To overcome this, Student Facilitator and Explanation learning is used with Concept Map media to encourage students to be creative in communicating ideas or concepts. There is a lot of information, facts, and knowledge that can be obtained from real situations and the surrounding environment to help reconstruct and enrich students' understanding and learning (Eristiani, et.al., 2020).

Forms of Observation Carried Out by Educators: (1) Planning enjoyable learning so that students can be active and not embarrassed to appear and convey their ideas or thoughts to other students, (2) Teachers try to make the classroom and student conditions conducive so that learning can be carried out on time, (3) Teachers can present examples of concept maps or

charts to guide students so that they can make their own concept charts or maps.

Based on the results of observations that have been carried out, researchers obtained information that the application of the student facilitator and explanatory models in learning is quite good. This is evident from the results of observations made, this learning model can make elementary school children more active in learning activities. However, in this student facilitator and explanatory model, teachers can only use it for high-class children, because students in lower classes do not yet understand how to make concept maps. And students can complete the concept map assignment and present it in front of their classmates. The explanatory learning model is a simple learning model that facilitates students' understanding of the material in an easy and fun way. By implementing the student facilitator and explanatory learning model, students are also trained to increase independence and courage so that students have self-confidence and enthusiasm for learning.

CONCLUSION

Based on the research results, it can be concluded that the Student Facilitator and Explaining Model has a significant effect on the learning outcomes of elementary school students in high grades on the material of healthy and unhealthy environments. The Student Facilitator and Explaining Model applied to elementary school children is quite good because it has met such conditions that will change the conditions of teaching and learning activities towards student-centered learning which was originally centered on the teacher. In the Tutor and Explain to Student learning model, students/participants can convey their ideas or views to other participants. So this model can help students communicate ideas and concepts.

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