Method Use: Everyone Is A Teacher Here Assisted Media Rolling Ball Games In Increasing Student's Interest In Learning History

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ABSTRACT

This Article aims to describe the process of using the everyone is a teacher here learning method assisted by the rolling ball games media in learning history for class XI IPA 3 students at SMA Negeri 1 Bandar Baru and to determine the response of students' using the everyone is a teacher learning method assisted by rolling ball games media. Based on the results of the study, it was found that the level of interest in learning history of students got a score of 80% of the percentage of 100% which was included in the good category and the results of the evaluation value based on the calculation of the percentage of 80% of students completed and 20% incomplete. Based on the description above, it proves that the use of the everyone is a teacher here learning method assisted by rolling ball games media increases interest in learning history for students in class XI IPA 3 SMA Negeri 1 Bandar Baru. Student responses to the use of the everyone is a teacher here learning method assisted by rolling ball games media received a positive response, this was evidenced by the percentage of student responses which was worth 81.8%.

Keywords: Interest to learn, everyone is a teacher here method, rolling ball games media

Kata Kunci: Interest in Learning, Method Everyone is a Teacher Here, Media Rolling Ball Game
INTRODUCTION

Every nation has a goal to improve human resources which can be realized through education. Education is a deliberate and carefully planned process, therefore in educational activities or processes there are educational components (objectives, teachers, students, materials, methods, media, and educational tools and educational environment) so that educational activities can run smoothly, structured and directed (Syafril & Zen, 2019:82).

Education in the reform era continues to develop in line with the progress of civilization, science, technology and art. In improving the quality of education, the government continues to make reforms in many areas including: curriculum, teaching and learning processes, textbooks, evaluation methods and improving the guidance process for students who have learning difficulties. Learning difficulties that are often experienced by students such as lack of interest in participating in learning, this is because students are bored with the state of learning and the state of the learning environment is not supportive. Interest is a relatively permanent trait in a person, as well as a permanent interest or tendency to pay attention or be involved in something because he realizes its importance or value. The 2013 curriculum emphasizes the learning process must involve students actively, independently, and creatively, but in reality the teacher’s learning process activities still deliver the material in full using the lecture method (Indah et al, 2021:45).

History is often considered a boring subject and less interested by students, history learning tends to be monotonous by using only books. Learning is also teacher-centered and does not involve students so that students find it difficult to understand the material, students feel bored so that learning becomes passive. History teachers are required to be more creative and innovative in carrying out learning activities, history can be made more meaningful and lead to the processes and goals to be achieved by using various media, models, or learning methods that are able to make learning run more active and attract the attention of students.

Based on the results of initial observations carried out by researchers on students at SMA Negeri 1 Bandar Baru, it was identified that there were still students who lacked interest in learning in history subjects. From the pre-researcher’s interview with the history teacher, it was found that the learning process used lecture and discussion methods and used books and focus. The limitations of learning media in schools have resulted in history teachers only using Infocus as a learning medium, which makes students not paying full attention to the teacher, feeling bored, bored, sleepy and less interested in the learning process. So from the problems above, researchers are very interested in making SMA Negeri 1 Bandar Baru a place of research.

To overcome the problems above, it is necessary to use various learning methods and media in an effort to increase students’ interest in learning history subjects, namely the Everyone is a teacher here (ETH) learning method assisted by rolling ball games media. The everyone is a teacher here (ETH) method is a learning method which in Indonesian means everyone is a teacher, which is the right way to get class participation as a whole and individually (Fitriani, 2018:45). This method provides an opportunity for each student to express his opinion on the problems presented by the teacher so that the classroom atmosphere becomes more active. There are three efforts to increase students’ interest in learning, firstly creating a conducive and cooperative learning environment, secondly involving as many students as possible in every step of the learning process through positive communication, and thirdly bringing the knowledge and implementation of the material they learn in class closer to everyday life. days (Ricardo & Meilani, 2017: 191).
The study was conducted by Fitriani (2018) with the title the influence of the learning method everyone is a teacher here with media handouts on the activity and learning outcomes of students in class XI IPS SMAN 1 Perhentian raja. This type of research is quantitative and the method used in this study is an experimental method and uses a questionnaire instrument and observation sheet. This research is said to be a success seen from the learning outcomes of the experimental class (using the Everyone is a teacher here method with handout media ) which is higher than the control class (using the conventional method) based on the average value of learning outcomes, namely 81.69.41 and student activity. the experimental class is higher than the control class with an average value of the percentage of activity that is 73% 66%.

rolling ball media in the predict, observe, explain (POE) learning model on the learning outcomes of chemistry on reaction materials, this research was conducted by Abdurrahim, Mukhamad Nurhadi and Yuli Hartati (2020). This research is an experimental type of quantitative research, the method used is a pre-experimental type of static group comparison . The results of this study before the treatment used the average value of the experimental class 76.80 and the control class 76.58 with a very small difference but after the treatment the average value of the experimental class was 89.11 and the control class was 86.11. So it can be seen that the use of rolling ball media has an influence on student learning outcomes.

From the two studies, it can be seen that the everyone is a teacher here learning method and rolling ball games learning media have been carried out in several schools with different measurements and research methods. The research conducted by Fitriani (2018) has the same methods and instruments used by researchers, namely using quantitative methods. Another similarity lies in collecting data using the instrument of observation sheet and questionnaire sheet. Besides the similarities, there are also differences where the research conducted by Fitriani uses the control class and the experimental class, while the research that will be carried out by the researcher only uses the experimental class. Another difference lies in the subjects where the research conducted by Fitriani is on social studies subjects while the research will be carried out by researchers on Indonesian history subjects.

The research conducted by Abdurrahim, Mukhamad Nurhadi and Yuli Hartati (2020) has similarities with the research to be carried out by researchers, namely in the method both using quantitative methods with pre-experimental designs . The difference in the research of Abdurrahim, Mukhamad Nurhadi and Yuli Hartati (2020) uses a control class and an experimental class while in the research that will be carried out by researchers only uses an experimental class. Another difference is in the type of design used, Abdurrahim, Mukhamad Nurhadi and Yuli Hartati (2020) use a static group comparison type , while the research that will be conducted uses a one shot-case study . In the research that will be carried out by researchers measuring the problem of student interest in learning while that carried out by Abdurrahim, Mukhamad Nurhadi and Yuli Hartati (2020) measures the problem of the effect of using rolling ball games media on chemistry learning outcomes.

**RESEARCH METHODS**

This research was conducted at SMA Negeri 1 Bandar Baru, Pidie Jaya Regency. In study this use approach quantitative with type study pre-experimental design in the form of one-shot case study . One-shot case study is a design that focuses on one class, the class is given treatment and then observed (Isaleha et all, 2021:41). The sampling technique used purposive sampling . According to Suryana (2015: 254) purposive sampling is sampling data sources with special considerations. Therefore, the sample in this study were students of class XI IPA 3 SMA Negeri 1 Bandar Baru, totaling 20 students. Based on the results of the initial observations that the researchers did, it was identified that there were still students who had less interest in learning history.
Data collection is done in two ways, namely by using observation sheets and questionnaire, data analysis using the percentage formula.

**everyone is a teacher here learning method assisted by rolling ball games media in increasing interest in learning history**

**Data Analysis Observation Sheet**

This research was conducted offline, starting with planning, implementing and evaluating. In the implementation of planning, it begins with preparing lesson plans, rolling ball games media, the tools needed in carrying out research activities.

The implementation activity begins with submitting student observation sheets to observers to observe the history learning process using the *everyone is a teacher here learning method assisted by rolling ball games media*.

Student observation sheets are arranged based on indicators of interest in learning which consist of 4 indicators, namely attention, interest, involvement and pleasure. The results of the observation sheet scoring can be seen in (Table 1)

| Indicator   | Student activities                                                                 | Student activity sheet by observer | Score |
|-------------|-----------------------------------------------------------------------------------|------------------------------------|-------|
| **Attention** | 1. Students are ready to follow the learning process                              |                                    | 1     |
|             | 2. Students pay close attention to the teacher's explanation                       |                                    | 2     |
|             | 3. Students take notes on important things                                         |                                    | 3     |
|             | 4. Student activity in answering teacher's questions                                |                                    | 4     |
| **Interest** | 5. Courage of students in expressing opinions                                       |                                    | 5     |
|             | 6. Students do the teacher's orders                                                |                                    | 6     |
| **Involvement** | 7. Students actively participate in discussions                                    |                                    | 7     |
|             | 8. Students work together in groups                                                |                                    | 8     |
| **Happiness** | 9. Student creativity in asking questions                                          |                                    | 9     |
|             | 10. Students are enthusiastic and excited when using *rolling ball games media*     |                                    | 10    |
|             | Amount                                                                            |                                    |       |

The results of the analysis of the observation sheet data using the percentage formula obtained a value of 80% which indicates that class XI IPA 3 has reached completeness in terms of the percentage scale as shown in table.2
Table 2. Criteria for Percentage Score

| Percentage score interest | Criteria       |
|---------------------------|----------------|
| 86-100%                   | Very good      |
| 76-85%                    | Well           |
| 60-75%                    | Enough         |
| 55-59%                    | Not enough     |
| 54%                       | Very not enough|

Then the figure of 80% is in the "good" category. Furthermore, the evaluation was carried out by giving questions through a quick question and answer orally that was called randomly by the teacher, so that the results in table 3:

Table 3. Student Evaluation Score

| No | Name | Score | Information |
|----|------|-------|-------------|
| 1  | ZK   | 90    |             |
| 2  | AH   | 85    |             |
| 3  | DH   | 80    |             |
| 4  | LS   | 80    |             |
| 5  | MA   | 80    |             |
| 6  | MF   | 80    |             |
| 7  | MQ   | 80    |             |
| 8  | RW   | 80    |             |
| 9  | RK   | 80    |             |
| 10 | SR   | 80    |             |
| 11 | DS   | 75    |             |
| 12 | MK   | 75    |             |
| 13 | NS   | 75    |             |
| 14 | PB   | 75    |             |
| 15 | IN   | 75    |             |
| 16 | SU   | 75    |             |
| 17 | MR   | 65    |             |
| 18 | SH   | 65    |             |
| 19 | NI   | 65    |             |
| 20 | NR   | 60    |             |

amount 1.515

Percentage 80% 20%

Based on the results of the percentage calculation in the table above, it can be concluded that there are as many as 80% of students who get completeness and 20% or 4 students who do not complete the history learning process using the everyone is a teacher here learning method assisted by rolling ball games media.

Questionnaire Data Analysis
Questionnaire analysis was carried out based on interest indicators and the results of 4 interest indicators consisting of attention, interest, pleasure and involvement, namely:

**Attention**
In the attention indicator there are 4 statement items, the statement score in item 1 is 88%, the statement score for item 2 is 92%, the statement score for item 3 is 74%, and the statement score for item 4 is 90%.

**Interest**
The interest indicator has 6 statement items with their respective scores, in the statement of item 5 is 88%, the statement of item 6 has a score of 78%, the statement of item 7 is 83%, on the statement of item 8 there is 79%, on the statement of item 9 is 80%, and in the statement of item 10 the score obtained reaches 74%.

**Happiness**
In the pleasure indicator there are 5 statement items with different scores, namely, the statement item 11 has a score of 88%, the statement item 12 has a score of 97%, the statement item 13 is 59%, the statement item 14 is 96 %, and the statement of item 15 with a score of 86%.

**Involvement**
In the involvement indicator there are 4 positive statements and 1 negative statement with the total score being the statement of item 16 with a score of 80%, the statement of item 17 is 75%, the statement of item 18 is 74%, the statement item 19 is 84%, and the statement of item 20 with a score of 71%.

Judging from the score and percentage of each questionnaire statement, the highest score reached 91 and the lowest score was 74 from the answers given with 20 statements. Statements related to the use of the *everyone is a teacher here learning method assisted by rolling ball games* media received an overall percentage score of 81.8% in the very good category.

*everyone is a teacher here* learning method assisted by the *rolling ball games media* received a positive response.

**Discussion Results Study**
The results of the analysis of student activities in the implementation of the use of the *everyone is a teacher here learning method* assisted by the *rolling ball games media* got an average score of 80% which was in good criteria. This shows that the use of the *everyone is a teacher here method with the help of rolling ball games* media can increase students' interest in learning history in class XI IPA 3 SMA Negeri 1 Bandar Baru and has been running according to the syntax of the method and learning media used by researchers, namely the teacher explains the material, giving assignments to students to make questions about the material that has been explained by the teacher and written on index cards, followed by solving the answers to questions obtained with group friends and continued by explaining the results of the answers in front of the class and holding individual quizzes on the sidelines of the discussion.

*everyone is a teacher here* learning method assisted by the *rolling ball games media* in increasing interest in learning history for class XI IPA 3 students at SMA Negeri 1 Bandar Baru has been carried out in accordance with the existing theory regarding the *everyone is a teacher here learning method and rolling ball media*. This can be proven by the results of the evaluation through quick questions and answers and observation sheets. The results of the evaluation showed an average score of 80% of students who completed the evaluation and 20% of students who did not complete the evaluation. The result of the percentage of student activity shows an average value of 80% is in the good category, so it can be concluded that learning using the *everyone is a teacher here method with the help of rolling ball games media* can increase interest in learning history in class...
XI IPA 3 SMA Negeri 1 Bandar Baru and has met the criteria for achieving the learning objectives indicators well.

The results of the questionnaire analysis that has been given by researchers to class XI IPA 3 students in using the everyone is a teacher here learning method with the help of rolling ball games media get good interest. Judging from the acquisition of scores and percentages of each questionnaire statement which is assessed through the Likert scale. The highest score reached 91 and the lowest score was 74, from the answers given with 20 statements related to the use of the everyone is a teacher here learning method assisted by rolling ball games media there were 14.5% with student interest strongly agreeing, 31.6% students giving interest agree, 7.2% of students give interest with hesitation, 29.3% of students give interest with disagree, and 17.0% of students give interest with strongly disagree and with an overall percentage score of 81.8% with very good category with the use of the everyone is a teacher here learning method assisted by rolling ball games media applied in class XI IPA 3 SMA Negeri 1 Bandar Baru.

CONCLUSION

From the discussion that has been described, it can be concluded that the use of the everyone is a teacher here learning method assisted by rolling ball games media can increase interest in learning history for class XI IPA 3 students at SMA Negeri 1 Bandar Baru, reviewed through student observation sheets and student evaluation scores which show 80% of students are complete and 20% of students are not complete in following the history learning process. The results of the student observation sheets showed an average score of 80% which was in good criteria.

Student responses to the use of the everyone is a teacher here learning method assisted by rolling ball games media in positive history learning. This is evidenced by the results of the percentage of student response questionnaires with an average value of 81.8% which is in good criteria.

SUGGESTION

Based on the discussion that has been described above, the suggestion of this article is that the use of the everyone is a teacher here learning method assisted by rolling ball games media in history learning is one alternative way to increase student interest in learning. Therefore, it is hoped that teachers, prospective teachers, and students can apply these learning methods and media to improve the quality of history learning in schools.

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