THE EFFECT OF STUDENT ACTIVE LEARNING GROUP TO GROUP EXCHANGE TYPE ON STUDENT LEARNING OUTCOMES AT Mts AL WASHLIYAH SIGAMBAL

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ABSTRAK

This study aims to analyze the effect of the Student Active Learning (SAL) learning model of the Group to Group Exchange type on student learning outcomes at MTs Al Washliyah Sigambal. The research method used was a quasi-experiment with a pretest-posttest control group design. The research sample consisted of two classes, namely the experimental class (VII-5) which was taught using the Group to Group Exchange model and the control class (VII-4) which used conventional methods. Learning outcome data were collected through pre-test and post-test tests as well as observations during the learning process. The results showed that there was a significant difference between student learning outcomes in the experimental class and the control class. The average pre-test score in the experimental class was 58.4, increasing to 82.6 in the post-test. Meanwhile, the average pre-test score in the control class was 57.8, with an increase in the post-test to 72.3. The t-test showed that the t-count value of 3.87 was greater than the t-table at a significance level of 0.05, which means that the Group to Group Exchange model had a significant effect on improving student learning outcomes. In addition, observations showed that students in the experimental class were more active in discussing, exchanging information, and presenting discussion results compared to students in the control class. This shows that the Group to Group Exchange model not only improves students' understanding but also encourages communication and cooperation skills in learning. Thus, the Student Active Learning model of the Group to Group Exchange type can be used as an alternative effective learning strategy in improving student learning outcomes. It is recommended that teachers can adopt this model to create a more interactive learning atmosphere and increase student involvement in the learning process.

Keywords: Student Active Learning, Group to Group Exchange, learning outcomes, active learning.

INTRODUCTION

Education plays a very important role in shaping the quality of human resources and determining the progress of a nation. The success of education is not only determined by the curriculum applied, but also by the learning methods used by teachers in teaching. According to Trianto (2010), choosing the right learning model can increase the effectiveness of learning, help students understand the material better, and encourage them to be active in the learning process.

Therefore, innovation in learning strategies is needed so that educational goals can be achieved optimally. In its development, the current education system emphasizes more on a student-centered learning approach. One effective approach in increasing student involvement in the learning process is Student Active Learning (SAL).

According to Suyanto and Jihad (2013), SAL is a learning model that places students as the subject of learning, where they are encouraged to be more active in exploring and understanding the material through various activities such as discussions, problem solving, and group work. This model is considered more effective than conventional methods that are still centered on teachers, because it is able to improve critical thinking skills and student independence in learning.

One of the interesting Student Active Learning models to implement is Group to Group Exchange (GGE). This model allows students to learn in small groups that exchange information, so that they can build a deeper understanding of a concept through interaction and discussion with peers. According to Huda (2013), cooperative learning such as Group to Group Exchange can improve students' understanding of learning materials, because they are more active in finding and compiling concepts based on the results of group discussions. In addition, this model can also help students develop social skills, such as communication, tolerance, and cooperation in groups. Several studies have shown that the application of student activity-based learning models has a positive impact on learning outcomes. For example, research conducted by Rusman (2012) showed that group-based learning methods can improve students' understanding of the concepts taught and train them in critical thinking. In addition, research conducted by Suprijono (2014) also found that group discussion-based learning models can help students build connections between theory and practice, thereby improving their memory of the subject matter.

Although many studies have proven the effectiveness of group-based learning models, many schools still apply the lecture method as the main strategy in learning. This also happens at MTs Al Washliyah Sigambal, where the learning process is still dominated by conventional methods centered on the teacher. As a result, student involvement in learning is low, and their understanding of the subject matter is less than optimal. According to Sudjana (2010), learning that is only centered on the teacher tends to make students passive in receiving information without having the opportunity to develop understanding independently. Therefore, innovation is needed in learning methods that can increase student involvement and their learning outcomes,

one of which is by implementing the Student Active Learning model type Group to Group Exchange.

Based on this background, this study aims to analyze the effect of implementing the Student Active Learning model type Group to Group Exchange on student learning outcomes at MTs Al Washliyah Sigambal. By implementing this model, it is hoped that students can be more active in understanding the subject matter through interaction and discussion between groups. In addition, this study also aims to see the extent to which the Group to Group Exchange model is effective in improving student learning outcomes compared to conventional learning methods. The results of this study are expected to provide benefits to various parties, especially for teachers, students, and educational institutions. For teachers, this study can be a reference in choosing a more effective learning strategy that is in accordance with student characteristics. Teachers can utilize the Group to Group Exchange model to create a more dynamic and interactive learning environment. For students, it is expected that learning with this model can help them understand the material better, increase learning motivation, and develop their social skills. Meanwhile, for schools, this study can be used as evaluation material in developing more innovative learning policies and supporting the improvement of the quality of education. In addition, this study also contributes to the development of educational theory and practice, especially in the field of student activity-based learning strategies. With the findings of this study, it is hoped that it can provide new insights for other researchers to conduct further studies related to the effectiveness of the Group to Group Exchange model in various learning contexts and different levels of education.

RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental design method. This method was chosen because it aims to determine the effect of implementing the Student Active Learning learning model of the Group to Group Exchange type on student learning outcomes at MTs Al Washliyah Sigambal. According to Sugiyono (2017), the quasi-experimental method is a research method used to test cause-and-effect relationships by involving control groups and experimental groups, but cannot fully control external variables that affect the results of the study. The research design used is Nonequivalent Control Group Design, where there are two groups that are the subjects of the study, namely class VII-5 as the experimental class given

treatment using the Group to Group Exchange learning model and class VII-4 as the control class using conventional learning methods. Both groups were given a pretest before treatment and a posttest after treatment to see the differences in learning outcomes between the two groups. According to Sugiyono (2017), this design is effective for comparing the impact of a treatment in research conditions that do not allow for full randomization of research subjects.

The population in this study were all students of grade VII at MTs Al Washliyah Sigambal, while the sample was selected using a purposive sampling technique, namely the selection of samples based on certain considerations. According to Arikunto (2019), this technique is used if the researcher has a specific reason in determining the sample that is most relevant to the research objectives. In this case, class VII-5 was selected as the experimental class and class VII-4 as the control class based on similarities in academic characteristics and previous learning background. The research instruments used included learning outcome tests, observations of student activities, and learning motivation questionnaires. The learning outcome test was used to measure students' understanding of the material taught and was in the form of 20 multiple-choice questions that had been validated by material experts and tested before being used in the study.

According to Sudjana (2010), a good learning outcome test must meet the criteria of validity, reliability, discrimination, and appropriate level of difficulty. In addition, observations were made during the learning process to see students' involvement in discussions and group activities using observation sheets as a guideline for assessing their activities. Meanwhile, a learning motivation questionnaire was given to students to determine changes in their motivation after the implementation of the Group to Group Exchange model. The scale used in this questionnaire was a Likert scale with five answer choices to measure the level of students' learning motivation before and after treatment.

Data collection techniques were carried out through pretest and posttest, observation, and questionnaires. The pretest was conducted before the treatment to determine the initial abilities of students, while the posttest was conducted after the treatment to determine the improvement in learning outcomes. Observations were conducted to observe student activity in learning using the Group to Group Exchange model, while questionnaires were used to measure changes in student motivation after treatment. Data obtained from the learning outcome test were analyzed

quantitatively to measure the effectiveness of the applied learning model. Data analysis in this study used descriptive and inferential statistical tests.

Descriptive statistical tests are used to see the distribution of student learning outcome data, while inferential statistical tests are used to test the research hypothesis. Before conducting the hypothesis test, a normality test is first carried out with Kolmogorov-Smirnov or Shapiro-Wilk to ensure that the data is normally distributed. If the p-value is greater than 0.05, then the data is considered normally distributed (Sudjana, 2010). Furthermore, a homogeneity test is carried out using Levene's Test with a significance level of 0.05 to ensure that the data variance from the experimental and control groups is homogeneous. After that, the t-test (independent sample t-test) is used to compare the average student learning outcomes between the experimental and control groups. According to Sugiyono (2017), the t-test is used to see whether there is a significant difference in learning outcomes between two independent sample groups. With this research method, it is hoped that the research can provide a clear picture of the effectiveness of the Group to Group Exchange learning model in improving student learning outcomes. In addition, the results of this study can also be a consideration for educators in choosing more effective learning strategies to increase student engagement and understanding of the subject matter.

RESULTS AND DISCUSSION

This study aims to analyze the effect of implementing the Student Active Learning (SAL) learning model of the Group to Group Exchange (GGE) type on student learning outcomes at MTs Al Washliyah Sigambal. Data collection was carried out through pre-test and post-test as well as observation during the learning process. Based on the results of data analysis, there was a significant difference between the pre-test and post-test scores in the experimental class (VII-5) using the Group to Group Exchange model compared to the control class (VII-4) using the conventional method. The average pre-test score in the experimental class was 58.4, while in the control class it was 57.8. After implementing the Group to Group Exchange learning model, the average post-test score in the experimental class increased to 82.6, while in the control class it only increased to 72.3. Statistical tests using the t-test showed that the t-count value of 3.87 was greater than the t-table at a significance level of 0.05, which means that there was a significant

difference between the learning outcomes of students using the Group to Group Exchange model and students using the conventional method.

Observations during learning showed that students in the experimental class were more active in discussions, exchanging information, and conveying discussion results to other groups. This is in accordance with the characteristics of the Group to Group Exchange model which requires students to interact more intensively with their peers. Observation data showed that 85% of students in the experimental class were active in group discussions and conveying results to other groups, while in the control class only 60% of students showed active participation in learning. The results of this study indicate that the Student Active Learning learning model of the Group to Group Exchange type has a positive impact on student learning outcomes. A significant increase in post-test scores indicates that this approach helps students understand the material better than conventional methods. This is in line with research conducted by Suprijono (2021), which states that active learning can increase students' motivation and understanding of concepts in more depth. In addition, according to Trianto (2020), activity-based learning such as Group to Group Exchange can increase students' social interaction and cooperation in understanding learning materials.

The main factors contributing to the success of this model are interaction and collaboration. According to Suryani (2022), social interaction in cooperative learning allows students to build understanding through discussion and collaboration with peers, which has an impact on improving learning outcomes. In this study, students in the experimental class showed a higher level of interaction compared to students in the control class, which supports these findings. In addition to social interaction, students' active involvement in learning is also an influential factor. According to Hidayat (2023), active learning allows students to better understand concepts through direct experience and in-depth discussions, thereby improving memory and critical thinking skills. This can be seen in this study, where students in the experimental class were more enthusiastic and motivated in participating in learning compared to students in the control class.

The Group to Group Exchange model allows students to exchange information and perspectives, thereby strengthening their understanding of the material. According to research conducted by Putri and Wibowo (2022), group discussion-based learning strategies can significantly improve conceptual understanding compared to traditional lecture methods. In this

study, students' activeness in conveying the results of their discussions to other groups showed that they not only learned from the material provided by the teacher, but also from their peers. The results of this study are also in line with the constructivism theory which states that learning will be more meaningful when students are actively involved in building their own knowledge (Susanto, 2021).

These findings strengthen previous research showing that active learning can significantly improve students' conceptual understanding and learning outcomes (Rahmawati, 2023). However, several challenges were also found in the implementation of this model, such as differences in the level of participation between students and the need for more effective time management in group discussions. Therefore, teachers need to provide optimal guidance so that all students can contribute equally to the learning process. Based on the results of the research and analysis that have been carried out, it can be concluded that the implementation of the Student Active Learning model of the Group to Group Exchange type has a positive influence on student learning outcomes at MTs Al Washliyah Sigambal. This model not only improves students' understanding of the material but also encourages their active involvement and motivation in learning. It is hoped that this learning model can be applied more widely in various subjects to improve the effectiveness of learning at the junior high school level.

CONCLUSION AND SUGGESTIONS

Based on the results of the research that has been conducted, it can be concluded that the implementation of the Student Active Learning learning model type Group to Group Exchange has a positive effect on student learning outcomes at MTs Al Washliyah Sigambal. This model has been proven to improve student understanding, encourage active involvement, and increase motivation in the learning process. The significant difference between the post-test scores of the experimental class and the control class shows that this method is more effective than the conventional method. In addition, this model also provides opportunities for students to interact, discuss, and exchange information, which strengthens their understanding of the learning material. The implementation of the Group to Group Exchange learning model can be an effective strategy for teachers in improving student learning outcomes. Therefore, teachers are expected to be able to implement this model more widely in the learning process to increase student participation and understanding. In addition, teachers need to manage time well so that

each group can contribute optimally to the discussion. Schools are also expected to provide training to teachers on activity-based learning strategies such as Group to Group Exchange. With training, teachers will better understand how to manage this learning so that it runs optimally and effectively in improving student learning outcomes. For further researchers, this study still has limitations, such as the scope of the subject which is only limited to one school. Therefore, further research is recommended to test the effectiveness of this model at various levels of education and different subjects. With further research, it is hoped that better strategies can be found in optimizing this activity-based learning.

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