

The Implementation of Cooperative Learning Model Quiz-Quiz Trade and Inside-Outside Circle to Improve the Students' Social Skills and Learning Outcomes

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Abstract

The purpose of this study is to describe the implementation of cooperative learning model Quiz-quiz Trade and Inside-Outside Circle in improving students' social skills and learning outcomes. The subject of the study is fourth grade SDN Pandanwangi 2 Malang that consisting of 32 students. The type of this study is Classroom Action Research, which consists of two cycles. Each cycle consists of planning, implementing, observation, and reflection. The data collection uses observation method, interview, filling questionnaire, and cognitive test. Technical data analysis in this study consists of: 1) data reduction, 2) data presentation, 3) inferences of analysis results. The results showed that: 1) the implementation of cooperative learning model Quiz-quiz Trade and Inside-Outside Circle in fourth grade students in SDN Pandanwangi 2 Malang is well performed; 2) the implementation of cooperative learning model Quiz-quiz Trade and Inside-Outside Circle can improve students' social skills; and 3) the implementation of cooperative learning model Quiz-quiz Trade and Inside-Outside Circle can improve student's learning outcomes.

Keywords: *Quiz-Quiz Trade, Inside-Outside Circle, social skills, learning outcomes*

Introduction

Education from year to year always has an innovation as an effort in shaping attitudes and develops the potential of learners. The curriculum applied in 2016/2017 is the curriculum of 2013. Curriculum of 2013 is based on thematic for grade I to VI and uses Science and Social studies as the subject of discussion on all subjects. Teachers are required to be always creative in the learning process by presenting a fun and innovative learning process. Riyadi (2016) revealed that innovative learning process requires the ability of teachers in using various methods, strategies, and models of learning

In general, learning in the classroom has not been fully implemented. Based on observations that was done by researches on September 14, 2016, social studies learning in SDN Pandanwangi 2 Malang are still dominated by teachers. The teachers explain the material using Thematic textbooks while the students record and do the tasks in the Thematic textbooks or individual worksheets. The teacher also was less creative in using learning models or learning approaches other than forming discussion groups. Interaction between students to work

together in groups still tends to be passive and not all of students are active in expressing their opinions. The results of interviews with teachers showed that students often do not pay attention the explanations from teachers, students more often joking, and talking with their seatmate, and students often do not participate in group work. Teachers also have given opportunities to all students to speak and exchange opinions but the results that showed are still not maximized.

The results of observations and interviews that have been done show that fourth grade students of SDN Pandanwangi 2 Malang has low social skills. Lynch & Simpson (2010) reveals that social skills are behaviours that show positive interactions with others that include skills in showing empathy, participating in group activities, generous, helping each other, communicating with others, negotiating, and solving problems. In addition, students of fourth grade has low social skills, student learning outcomes are also low. It is proven that on daily test results that have been implemented, more than half the number of students of grade IV has not reached minimum standards with Minimal Completeness Criteria determined by the school that is 75.

One of the alternatives considered to improve social skills and student learning outcomes is the implementation of cooperative learning model. Cooperative learning as explained by Slavin (2005) is a learning that involves all students, students learn together, give each other thoughts, and be responsible for the achievement of learning outcomes both individually and in groups. Dyson & Rubin (2003) also revealed that the implementation of cooperative learning could improve social skills, cooperate in groups, help friends, give and receive feedback, and develop responsibilities.

The impact that arises from cooperative learning is a student-centred learning, students work with each other in understanding the subject matter, and students become responsible for the task. Altun (2015) revealed that cooperative learning model has the advantage that learning with friends is much easier because students have the opportunity to learn about subjects with their peers. Students are easier and more open to express their opinions without feeling awkward when learning together with peers. Cooperative learning model that will be used in this study is Quiz-Quiz Trade and Inside-Outside Circle learning models developed by Spencer Kagan. The different backgrounds of students, especially in terms of academic ability, low social skills and student's learning outcomes on the content of Social studies become consideration of the use of both models.

Literature Review

Learning models are applied to enable students more than teachers, especially cooperative learning model. According to Akcay (2016) some convenience in cooperative learning model are students can express opinions and criticism through discussion, improve communication ability, sense of responsibility and affective development. The cooperative learning model of Quiz-quiz Trade by Kagan & Kagan (2009: 6.32) is a learning model using question cards where students quiz their partners, get quizzed by a partner, and then trade cards to repeat the process with new partners. According to Soetjipto (2010), the Quiz-quiz

Trade learning model emphasizes students to exchange information, build knowledge, and teach something to others.

The procedure of the Quiz-Quiz Trade learning model according to Kagan & Kagan (2009: 6.32) are described as follow: 1) the teacher tells students to stand up, put a hand up and pair up; 2) partner A Quiz B; 3) partner B answer; 4) partner A praises or coaches; 5) the partner switch roles; 6) partners trade cards and thank each other; 7) repeat steps 1-6 until the specified time is up. The advantages of the Quiz-Quiz Trade learning model according to study conducted by Afian (2011) is to train students to work together with their partners, help each other who cannot understand the subject matter, and share pride when they understand the subject matter.

The Quiz-quiz Trade learning model emphasizes students to interact in a structured way in order to obtain facts and knowledge information. According Kagan & Kagan (2009: 6.24) that the Quiz-quiz Trade learning model emphasizes the structure: (1) Class building; (2) Social Skills; (3) Knowledge building; (4) Procedure Learning; And (5) Communication skills.

Inside-Outside Circle is a cooperative learning model in the form of groups of inside circle and outside circle that provides an opportunity for students to share information related to the subject matter at the same time. The procedure of Inside-Outside Circle learning model according to Kagan & Kagan (2009: 6.32) are described as follow: 1) students form pairs. One student from each pair moves to form one large circle in the class facing outward; 2) the remaining students find and face their partners; 3) inside circle students ask a question from their question cards; outside circle student answer. Inside circle students praise or coach; 4) partners switch roles: outside circle students ask, listen, then praise or coach; 5) partners trade question cards; 6) the inside circle students rotate in a clockwise direction to a new partner. Soetjipto (2010) also suggests that the functions of learning using Inside-Outside Circle model are class building, social skill, structure for thinking skill, and structure to present information.

Quiz-quiz Trade and Inside-Outside Circle, are appropriately used by teachers to improve fourth grade students' social skills and learning outcomes in SDN Pandanwangi 2 Malang. In the learning process, students are ignoring teacher's explanation, talking to each other, and students often do not participate in group work. Student learning outcomes are also low. According to Sudjana (2012:22), learning outcomes as the abilities of the students after receiving the learning experience. Meanwhile, Elliot & Busse (1991) revealed that social skills are important for the social function and academic success of students. The contribution of this study to describe the implementation of cooperative learning model Quiz-quiz Trade and Inside-Outside Circle in improving students' social skills and learning outcomes.

Some previous research relevant with this study is that had been done by Habidi (2017) entitled *The Implementation of Cooperative Learning Model Quiz-Quiz Trade and Inside-Outside Circle to Improve the Students' Communicative Skill and Learning on Social Science Lesson*. The result of Habidi's study showed that the implementation of Quiz-quiz Trade and Inside-Outside Circle cooperative learning model is positively improved students' communicative skill and social science learning outcome. A study by Yudiana (2013) also resulted in a conclusion that Quiz-quiz Trade and Inside-Outside Circle cooperative learning model can improve students' self-efficacy and learning outcome in learning social science. The result of study by Torohula

(2013) showed that the implementation of Make a Match and Quiz-quiz Trade cooperative learning model can improve students' social skills and learning outcomes.

Method

This study used Classroom Action Research. This study consists two cycles; each cycle consisted of three meetings. The research procedures carried out according to Kemmis and McTaggart models are plan, action, observe, and reflection.

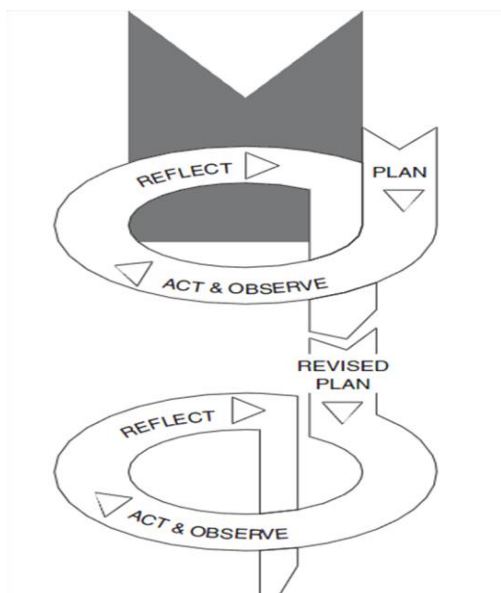


Figure 1. Classroom Action Research (Kemmis, et al., 2014)

Classroom action research was conducted on fourth grade students in SDN Pandanwangi 2 Malang. This school is addressed at North Simpang Sulfat Street No. 30, Blimbing, Malang. The number of students of fourth grade in SDN Pandanwangi 2 Malang is 32 people consisting of 18 males and 14 females. The data collection used observation method, interview, filling questionnaire, and cognitive test. Technical analysis of data in this study consists of: 1) data reduction, 2) data presentation, 3) inferences of analysis results. This study was help by two observers, who acted as observers during the learning process. The indicators of criteria for successful action of the implementation of Quiz-Quiz Trade and Inside-Outside Circle learning models are to improve students' social skills and learning outcomes as described in the following table.

Table 1. Criteria for Successful Action

Aspects	Criteria
The implementation learning of <i>Quiz-quiz Trade</i> and <i>Inside-Outside Circle</i> Social Skills	The implementation of learning is succeeded if the percentage of the average value of $\geq 80\%$. Students' social skills are accomplished when the percentage of an average score is $\geq 80\%$.
Learning Outcomes	Classically if 80% of students have reached Minimal Completeness Criteria that is ≥ 75

Results and Discussion

Learning Implementation

The instrument used to measure the implementation of *Quiz-Quiz Trade* and *Inside-Outside Circle* learning models by teachers and students is the observation sheet filled by the observers. The study is applied to Theme 7: Beautiful Diversity in My Country. Implementation of the learning gained from the learning process observation sheets filled out by the observer. The result of the learning implementation from the teacher shows an increase from one cycle to another. The result of the average value of learning implementation by teachers in the cycle 1 of 75.6% which is classified as good criteria, but has yet fulfilled the success criteria, which is 80%. In the cycle 2, the average value of the implementation of learning by teachers of 86.71% which is classified as very good criteria and has met the success criteria. Obviously, the increase in the implementation of learning by teachers can be seen in the following diagram.

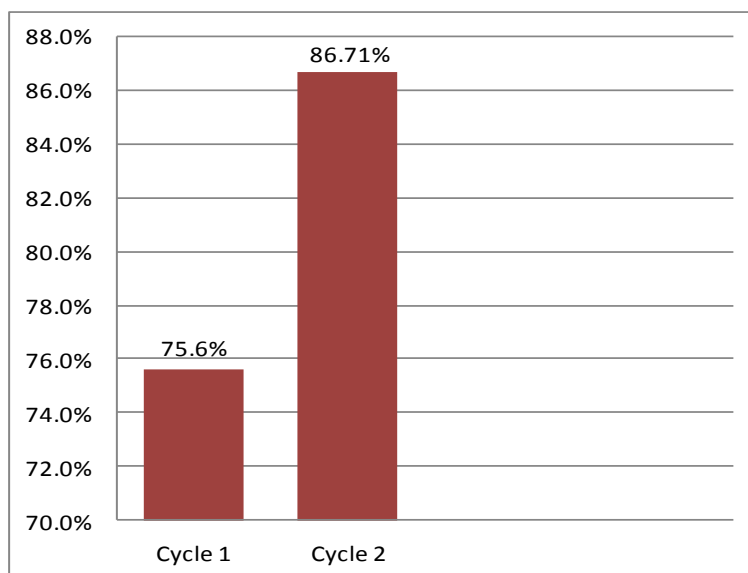


Figure 2. Implementation of Learning by Teachers

Meanwhile, the result of the average learning achievement done by the students in cycle 1 was 76,79% which is classified as good criteria, but has yet fulfilled the success criteria, which is 80%. In the cycle 2, the average value of learning implementation by students of

84.92% which is classified as very good criteria and has met the success criteria. Obviously, the increase in the implementation of learning by teachers can be seen in the following diagram.

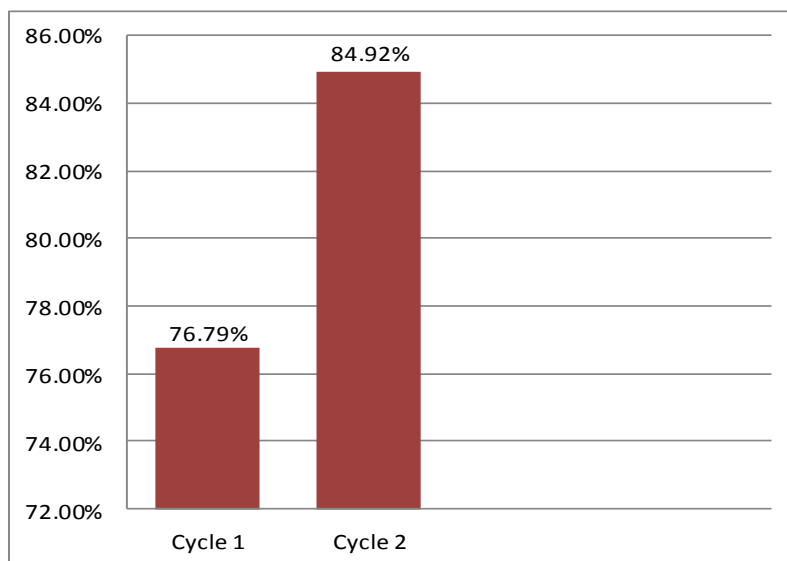


Figure 3. Implementation of Learning by Students

Achieving the maximum quality of learning in the classroom can be done by presenting a fun and innovative learning process. Nurhaniyah, et al. (2015) stated that the learning process needs to consider student-centred learning, develop student creativity, and can provide a fun learning experience. According to Untari, et al. (2010) effective learning requires a learning experience of students who are all inquisitive and interactional. Implementation of Quiz-Quiz Trade learning model requires teachers to guide students to pair with her seatmate. The teacher distributes a question card containing 5 questions and answers. Students in pairs alternately provide questions based on the question card. If the answer is correct, then the student is given praise. However, if the answer is wrong, then the student will coach the partner.

Implementation of Inside-Outside Circle learning model requires teachers to divide the class into two large groups. Each large group consists of 8 students of the inner circle and 8 students of the outer circle. Students of inner circle and outer circle face each other. The teacher distributes the question card and the answer. The teacher determines the time spent in carrying out the activities. Students ask each other question. If the answer is correct, then the student is given praise. However, if the answer is wrong, then the student will coach the partner. Students then exchange cards after hearing instructions from the teacher. Students rotate in a clockwise direction after hearing instructions from the teacher. Students ask each other questions again with different couples.

Through the implementation of Quiz-Quiz Trade and Inside-Outside Circle learning models, teacher's dominance in learning is decreased. The teacher only acts as a facilitator and supervises the course of learning activities. According to Bada (2015), the teacher's primary responsibility is to create an environment where students can build their own knowledge, and

teachers act as facilitators and mentors. Students learn the subject matter together with their friends, listen to each other's questions and answers diligently, and not reproach friends' answers. Through this model, students have the responsibility to channel knowledge or teach their friends and responsibility for themselves. This study can reveal how far students can absorb knowledge through Quiz-Quiz Trade and Inside-Outside Circle activities using question cards.

In the previous learning, the fourth-grade students have never received learning models of Quiz-Quiz Trade or Inside-Outside Circle. Group discussion activities are often used by teachers. In first cycle, students are still confused about the steps of the applied learning model. Students often ask the teacher about the next step, even though the teacher has explained the steps of both Quiz-Quiz Trade and Inside-Outside Circle learning models at the beginning. Most students also forget to say thank you at the end of the activity. In second cycle, students are able to follow the flow of learning model without much inquiring. Students look more enthusiastic because they want to answer all questions correctly. Students are able to coach, praise, and thank each other very well.

Lessons learned emphasizes the interaction between students to learn together in understanding the subject matter so that it is expected to improve the efficiency of learning in the classroom, the achievement of learning objectives, and maximum learning outcomes. According to Ferrer (2004), cooperative learning is highly dependent on the interaction between group members who are focused on achieving goals. Students with different levels of knowledge can help each other in understanding the subject matter without being dominated by the teacher. Teacher acts as motivator and guide for students who need help.

Learning by using a student-centred learning model leads students to absorb subject matter maximally than teacher-dominated learning. Wakhidin (2016) argues that Quiz-Quiz Trade learning emphasizes students to exchange information, teach, and accept the opinions of others so that students can absorb more of the subject matter taught. The learning model of Inside-Outside Circle according to Lie (2008: 65) is a model of learning with a clear structure and allows students to share information with different partners briefly and regularly. Students mutually correct answers, coach and praise each other, and exchange information so that they absorb knowledge more easily because they learn with their own friends.

Students' Social Skills

Observation of students' social skills using observation sheet that filled out by the observer. The average achievement of observation data of social skill of students in cycle 1 was 74% which is classified as good criteria and has yet fulfilled the success criteria which are 80%. In the cycle 2, the average value of student learning implementation of 83.83% which is classified as very good criteria and has met the success criteria. Obviously, the increase in the implementation of learning by teachers can be seen in the following diagram.

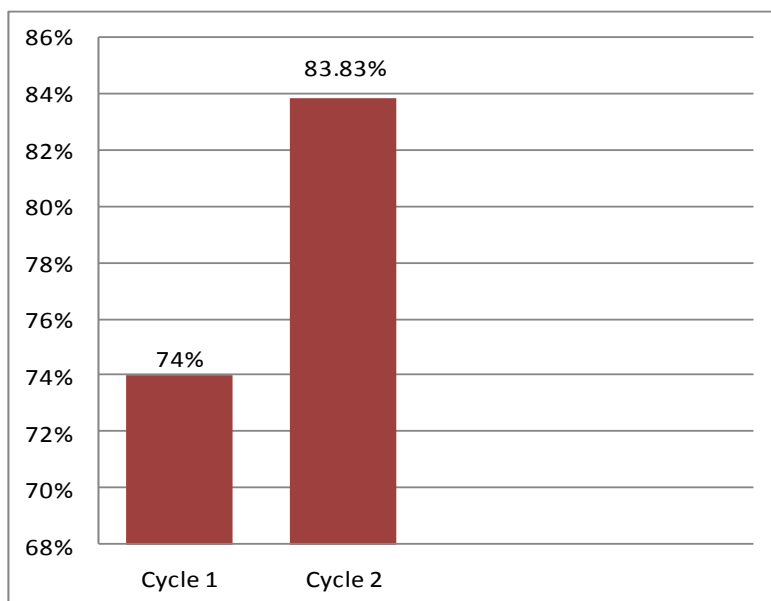


Figure 4. Observation Result of Students' Social Skills

Students' social skills are also analysed by using questionnaires filled out by students at end of each cycle. The average score of students' social skill in first cycle is 77,5% and has yet fulfilled the success criteria, which is 80% with high criteria. In the second cycle, the average value of student learning implementation by 86,82% which is classified as very high criteria and has met the success criteria. Obviously, the increase in the implementation of learning by teachers can be seen in the following diagram.

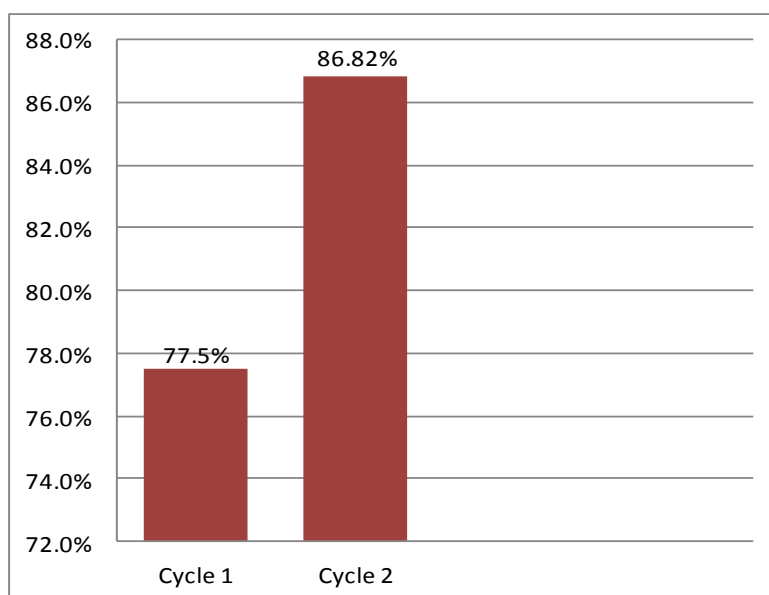


Figure 5. Questionnaire Result of Students' Social Skills

Aspects of social skills of students observed in this study include five indicators, namely: (1) Cooperation; (2) Firmness; (3) Responsibility; (4) Empathy; (5) Self-control. Emphasis on social skills is evident in the cooperative learning function of the Quiz-Quiz Trade type. According to Soetjipto (2010), the function of cooperative learning model of Quiz-Quiz Trade type is to build knowledge and structure for social skill. Social skills also appear in the function of Inside-Outside Circle learning model. The social skill of the students increases when they discuss with their pairs when they have difficulties, teach each other if the answers are wrong, praise each other if the answers are true, and carry out their role diligently without disturbing other friends.

The improvement of social skills that occurred in this study in line with the results of study conducted by Elliot & Busse (1991) that revealed social skills are important for the social function and academic success of students. Meanwhile, according to Zsolnai & Kasik (2014) the effectiveness of social behaviour is highly dependent on the quality and quantity of individual social skill set. Students practice to get used to working in groups, responsible for the task, help friends in understanding the subject matter, have a sense of attention to the difficulties of friends, and not easy to quarrel with his friends. Such developing social skills will have an impact on students' behaviour in their daily life and students' academic abilities.

Learning activities using the Quiz-Quiz Trade model show that students ask each other questions, give feedback or opinions, give praise, teach their partner, and thank each other. While in the learning activities by using the Inside-Outside Circle model, students ask each other questions, give responses or opinions, listen to friend's opinions, give praise, teach their partners, discuss with different pairs, and say thank each other. According to Soetjipto (2010), social skills can instil structural form to students in the form of taking turns, helping, teaching, coaching, honesty, reaching agreement, listening, understanding, and respecting.

Based on the opinions of some experts, learning in the classroom is not only about students' academic problems, but also about the students' social skills. Teachers should also pay attention to the social behaviour of students when learning in the classroom. Developing students' social skills through learning will also have an impact on students' learning abilities and social skills. Based on Cartledge & Milburn (1978), building social skills-related learning at school can improve students' learning abilities as well as good relationships between children and others.

Through the Quiz-Quiz Trade and Inside-Outside Circle learning models, the students ask questions and answer aloud. Students are also responsible for their duties and do not cheat during learning activities. In addition, students show their concern to the teacher and their partners. Students are also accustomed to appreciate the answers of their partners. Students will feel a high appreciation and become happy when getting praise and when their opinions are appreciated by their friends. As revealed by Marlina (2016) that by giving praises to their friends, the students will feel appreciated by other students.

Student learning outcomes

The learning outcomes of the students' cognitive aspects of the Social studies content were obtained through tests that held at the end of each cycle. Increased student learning

outcomes can be seen from the acquisition of student test scores at each end of the cycle. The average score of students' learning outcomes in the cycle 1 reaches 56.25%, meaning that 18 students who reach the value above Minimal Completeness Criteria that is ≥ 75 . Students' learning outcomes have not been able to fulfil the criteria of success classical learning completeness of 80%. In the cycle 2, student learning outcomes reached 93.75%, meaning that 30 students achieve the above value of Minimal Completeness Criteria that is ≥ 75 . Students' learning outcomes have fulfilled the criteria of classical completeness learning achievement of 80%. Obviously, the increase in the implementation of learning by teachers can be seen in the following diagram.

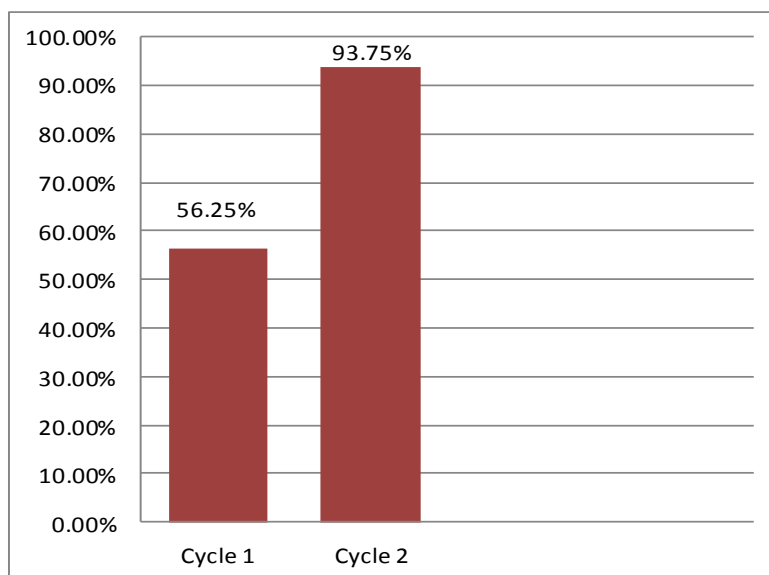


Figure 6. Student Learning Outcomes

Learning outcomes is a success rate of students based on activities that followed during the learning. Learning outcome will be seen by change of knowledge and behaviour. As stated by Sudjana (2012:22), learning outcomes as the abilities of the students after receiving the learning experience. Tran (2014) also revealed that students taught using cooperative learning achieved significantly higher scores on achievement tests and knowledge retention than students who were taught using lecture-based teaching.

Increasing the learning outcomes of Social Studies lesson of grade IV students through the Quiz-Quiz Trade and Inside-Outside Circle learning model is successful in this class action research. According to Yudiana (2013), the Quiz-Quiz Trade and Inside-Outside Circle learning models emphasize students to better communicate, get different information at the same time, learn together so as to improve learning outcomes. Students' learning outcomes have increased with the use of Quiz-Quiz Trade and Inside-Outside Circle learning models because Social Studies learning is not just listening, memorizing, recording, and dominated by teachers, but there must be activities from students.

Learning becomes meaningful for students when students can learn together with their friends accompanied by guidance from the teacher. Students can build their own knowledge

and mutual opinions based on the knowledge they have. Learning outcomes that have been achieved also become very meaningful for students to know the extent of academic ability or knowledge they have during the learning. The result of study by Hsiung (2012) shows that cooperative learning could improve student learning outcomes as members who learn in groups rather than self-learning individuals. Teachers also always provide motivation to students to get good grades.

Learning using the Quiz-Quiz Trade and Inside-Outside Circle learning models invite students to question each other, share information related to the subject matter, teach, and praise each other. Habidi (2017) explained that the learning model of Quiz-Quiz Trade and Inside-Outside Circle involves active students in learning that leads to a sense of cohesiveness in interacting to establish cooperation in the exchange of information among fellow students. Interaction between students in the exchange of information resulted in increased student learning outcomes because students can absorb the subject matter well through the learning model Quiz-Quiz Trade and Inside-Outside Circle. Increased student learning outcomes has been seen from changes in students' academic abilities during classroom learning and applied through tests.

Learning by using the learning models of Quiz-Quiz Trade and Inside-Outside Circle can be applied to Social Studies learning. Results of study conducted by Habidi (2017) stated that the learning model of Quiz-Quiz Trade and Inside-Outside Circle can make students to be confident to communicate with their friends based on the question card. Wahyu (2015) mentioned that the learning model of Quiz-Quiz Trade could improve student learning outcomes. The results of study by Yudiana (2013) also mentioned that the Inside-Outside Circle learning model can improve learning outcomes.

Conclusion

Based on the results of the study, it can be concluded that the implementation of cooperative learning model Quiz-Quiz Trade and Inside-Outside Circle can improve social skills and learning outcomes in Social Studies lesson for fourth grade students in SDN Pandanwangi 2 Malang. 1) the implementation of learning models of Quiz-Quiz Trade and Inside-Outside Circle of fourth grade students in SDN Pandanwangi 2 Malang is well performed; 2) the implementation of learning models of Quiz-Quiz Trade and Inside-Outside Circle can improve students' social skills; and 3) implementation of learning models of Quiz-Quiz Trade and Inside-Outside Circle can improve students' learning outcomes.

Based on the results of the study, there are things that can be suggested, among others: 1) Quiz-Quiz Trade and Inside-Outside Circle learning model can be used as an alternative learning to improve students' social skills and student learning outcomes on Social Studies lesson content, 2) The cooperative learning model should be adjusted to the number of students, the level of students' progress, the design of the classroom or student seating arrangement, the learning objectives and the matter subject, and the time allocation, 3) the teacher is expected to convey the steps of the learning model used in detail, guide the students to be involved actively in the learning activities, and guide students to orderly and obey the rules in any situation.

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