



LEARNING OUTCOMES OF SOCIAL STUDIES IN RECIPROCAL INSTRUCTION AND DIRECT INSTRUCTION AT PRIMARY TEACHER EDUCATION STUDENTS

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Research Highlights

This study examines the effect of reciprocal and direct learning models on the learning outcomes of social studies at PGalu University students at Halu Oleo University. The results showed that the reciprocal learning model was more effective in improving student social studies learning outcomes than direct learning. According to Palinscar & Brown (2012), the reciprocal learning model is taught using four steps, namely questioning, clarifying, summarizing and predicting. In the clarifying stage, students actively collaborate and discuss important material. In the explaining stage, students actively engage in dialogue with colleagues and lecturers in equating understanding of lecture material. While at the summarizing stage, students independently make important notes regarding the material being studied. At the predicting stage, active students discuss the material to be studied at the next meeting. According to Borich Gari D. (2017), the model is directly taught by the stages of lecturer explanation, presentation and question, and answer. In the learning process, the experimental class that uses reciprocal learning models shows a more interactive classroom atmosphere. While the control class shows the dominance of lecturers in providing material explanations to students.

Research Objectives

This study examines reciprocal learning models and direct learning on student social studies learning outcomes. The purpose of this study is to study social studies learning for students who are taught with reciprocal learning models and direct learning. This research is expected to provide contributions to the development of special science in the development of learning models to improve student learning outcomes. In particular, this study can provide benefits for social studies lecturers, to be used as a learning model that can be used to increase student participation in the learning process. For students learning PGSD can stimulate motivation to always be innovative in finding suitable learning models in accordance with the material and diversity of students. For universities, it can be made as input to support lecturers in developing learning models. For further researchers, this study can be used as a comparison material to conduct further studies related to the special learning reciprocal learning model.

Methodology

This study uses quasi-experimental methods with posttest non-equivalent control group design (Mayer, 2016). The independent variables of this study are reciprocal and direct learning. The dependent variable is social studies learning outcomes. The study was conducted on the PGSD FKIP University students at Halu Oleo University III in 2018/2019, with a sample of 52 students. The instrument used is a multiple choice test with alternative answers, if it is true the value is one and if the wrong value is zero. Before being used as a data collection tool, the two instruments were first validated by education and psychology experts. After that a trial was conducted in another class, then the validation and reliability test of the instrument was carried out. As a result, the instrument has a validity of 0.91 and reliability of 0.93, thus it can be used as a data collection tool. The results of the study used descriptive and inferential analysis. Hypothesis testing uses one way ANOVA, with the Least Significant Difference (LSD) test. Nomination test using the Kolmogorov-Smirnov test. Homogeneity test uses the Levene test. Data analysis was performed using the help of a computer program processing SPSS version 20 statistical data.





Results

The results of this study indicate that the average score of student learning outcomes is taught by the reciprocal model of 30.73, with a standard deviation of 4,904. the maximum value of 38 and a minimum value of 22. The average score of student learning outcomes taught by direct learning model is 28.19 with a standard deviation of 3,720. The maximum value is 35 and the minimum value is 20. The results of the normality test of social studies learning outcomes using the Kolmogorov-Smirnov test were obtained, the P-value = $200 > 0.05$. The homogeneity test uses the Levene test, the results obtained a significance value of $0.31 > 0.05$. It can be concluded that the experimental class and control learning outcomes data are normally distributed and have a homogeneous variance. Then the 1 way ANOVA test using the LSD test, the results showed a significance value = $.041 > 0.05$. It can be concluded that there is a significant difference in social studies learning outcomes between students taught with reciprocal and direct model learning models. In addition, based on the results of interviews, it was found that the questioning and clarification steps in reciprocal learning were effective in enhancing collaboration and dialogue between student colleagues. Including increasing the confidence of students to have a dialogue with the answers related to the material being studied. Meanwhile, the direct learning model is considered too much dominated by lecturers in providing explanations related to lecture material. Susanto (2014), to realize that an interactive learning model is needed that creates participatory learning.

Findings

The result of this study indicate that social studies learning outcomes are taught by students with a model of reciprocal and direct instruction. Students taught with reciprocal learning models have higher learning outcomes than students taught with direct learning models. This is indicated by the a average sosial studies learning outcomes of students taught with the reciprocal models = 30.73, and student sosial learning outcomes taught with direct models =28.19. this findings conradicts Aderonke & Akinsola, 2013 dan Reile 2018, which refer to reciprocal learning that increase effectiveness, achievement of learning outcomes, and reading skills using traditional metacognitive strategies.

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