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The Implementation of Cooperative Learning Model *Rally Robbin* And *Fan-N-Pick* To Improve Students' Self *Esteem* And Learning Outcomes

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Abstract: *This study aims to describe the application of Rally Robbin and Fan-N-Pick learning models in classroom learning, and how to improve students' self-esteem and learning outcomes of the fifth-grade students of SDN Purwantoro 8 Malang through the implementation of Rally Robbin and Fan-N-Pick learning models. This research is a classroom action research (CAR) with the subject of the fifth-grade students of SDN Purwantoro 8 Malang. The data collection of this research used observation method, interview, test and documentation. The technique used in this research is qualitative data analysis consisting of: 1) reducing data, 2) presenting the data, 3) inferencing the result of analysis. The procedures in this study used the model developed by Kemmis and Taggart. Based on the results of data analysis obtained it was found that: 1) implementation of Rally Robbin and Fan-N-Pick learning model on the fifth-grade students of SDN Purwantoro 8 Malang is well performed; 2) the implementation of Rally Robbin and Fan-N-Pick learning models can improve students' self-esteem; And 3) the adoption of Rally Robbin and Fan-N-Pick models can improve students' learning outcomes.*

I. INTRODUCTION

Education plays an important role in improving the quality of human resources quality. In the year 2013/2014, The Basic Education Unit begins to implement the 2013 Curriculum integrated with thematic learning and the process is done using a scientific approach. The successful implementation of the Curriculum 2013 in the Elementary School classes is largely determined by the role of teachers. Teachers are required to apply active and enjoyable learning for students. According to Sa'dijah (2011) teachers need to provide opportunities for students to build their own students' knowledge actively by looking at previous knowledge that has been owned by students. In fact, teachers have not been able to provide maximum learning in the classroom, one of the reasons is the student learning's conditions. Syah (2014: 170) stated that generally students' conditions in lesson is influenced by physical and psychological factors (internal), environmental factors (external) and learning approach factors.

Teachers continue to dominate during classroom lesson. Based on observations in fifth grade of SDN Purwantoro 8 Malang on September 14, 2016, the teacher explained the material in front of the class, wrote the material on the board and used the students' textbook. This leads to very minimal student involvement, and the most students have passive during the lesson. The results of interviews conducted to teachers revealed that students are still hesitant in conveying opinions in the class as they are afraid of being wrong and criticized by other students. Problems experienced by the fifth-grade students of SDN Purwantoro 8 Malang is caused by students' low *self-esteem*, so that teachers need to take action to improve students' *self-esteem*. According to Mruk (2006) *self-esteem* is an assessment of the individual self that includes strength and confidence.

Based on several previous studies have shown that *self-esteem* has close relationship with academic. Research by Lestari (2013) stated that *self-esteem* has a close relationship with student academic achievement, where students who have high *self-esteem* will have higher academic achievement than students whose *self-esteem* is low. Therefore, it is important for teachers to find the best solution to improve students' *self-esteem*, one of which is by applying cooperative learning model. This is supported by Slagle's (2007) research who found out self-*esteem* of students can be improved when students are taught by cooperative learning model.

Cooperative learning is a solution for student low *self-esteem* and learning outcomes. Slavin (1999) stated that cooperative learning is a powerful tool for achieving academic, social and affective goals of students by working together in groups. Cooperative learning is also very fun and able to make students more actively interact in learning. Dyson (2003) also added that cooperative learning is capable of developing motor skills, social, working with groups, giving and receiving good feedback as well as developing students' confidence.

Some models of cooperative learning have been widely used in learning. One of the learning models developed by Kagan that will be used in this research is *Rally Robbin* and *Fan-N-Pick Model. Rally Robbin* and

Fan-N-Pick learning model is a learning model that can enable students to participate and work together. According to Soetjipto (2010: 82) this Rally Robbin model, students and their friends work alternately to solve problems and find solutions. Kagan (2009: 6.33) explains the *Rally Robbin* learning model has the following steps: 1) the teacher poses the problem that there are various answers or solutions; 2) the teacher gives the thinking time; And 3) the students take turns with their partners declaring answers or solutions. According to Indiyantika (2015: 16) the advantages of this learning model is that each student is entitled to reveal as much science as possible in accordance with the learning materials, students are also trained to communicate in a good way with friends. Ariani (2016: 608) added that all activities undertaken by students are directed to seek and find their own answers from the questionable so it is expected to foster self-confidence and develop systematic, logical and critical thinking skills or develop intellectual ability as part of the mental process.

The *Rally Robbin* learning model will be used with the *Fan-N-Pick* learning model. According to Riyadi (2016) *Fan-N-Pick* learning model is a learning model that has the advantage of providing opportunities for students in the group to participate in learning. Chen (2016) also stated that cooperative learning is highly structured with respect to students' values and perceptions in working within the scope of the group. The steps of *Fan-N-Pick* model according to Kagan (2009: 6.25) are as follow: a) Student 1 holds the question card; b) Student 2 holds the card, reads the question aloud and gives time to think; c) Student 3 answers questions; d) Student 4 restates the answer (or adds an answer) and e) The student turns clockwise, one role for each new chapter. According to Kagan (2009: 6.25) this learning model trains students in developing various aspects, including: (1) receiving input or praise; (2) active listening; (3) practicing honesty; (4) contributing ideas / ideas; (5) comply with the rules; (6) to appreciate the work of others; (7) tolerance and (8) responsibility.

Several studies have also revealed that cooperative learning models can improve students *'self-esteem* and learning outcomes. A research by Syafitri (2014) is about improving student learning outcomes and *self-esteem* on service subjects to customers through the application of collaborative *Fan-N-Pick* with *Carousel Feedback* learning model. The results of this study conclude that the application of these two models is also able to improve students' *self-esteem* on service subjects to customers. Similar research was also conducted by Hakim (2013) on improving learning outcomes and *self-esteem* through cooperative learning that is by combining Fan-*N-Pick* and *Team Game Tournament* learning models. The results showed that there is an increase in student learning outcomes and *self-esteem* by applying the learning model. Frianto (2016) also conducted a similar study on the application of TGT and *Fan-N-Pick* cooperative models. The results of this study concluded that these two models are able to improve the motivation and learning outcomes of social science students in Junior High School 25 Tanjung Jabung Timur, Jambi. Riyadi's (2016) research on the application of the *Fan-N-Pick* Model and *Quick on The Draw* also concluded that these two models can improve social skills and learning outcomes of social science students of grade IV at SDN Karangkobar Banjarnegara.

RESEARCH METHODS

This research is a classroom action research (CAR). Stages of research activities carried out according to Kemmis and Taggart models which are: preparation, implementation, analysis and reporting. The design of this study can be described as follows.

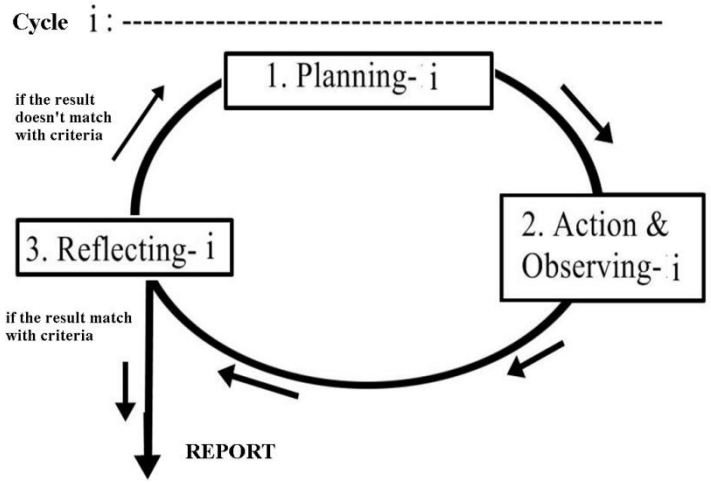

Figure 1. The modified steps of Classroom Action Research (CAR) as proposed by Kemmis and McTaggart (Akbar, 2010)

This research was conducted in the fifth-grade students of SDN Purwantoro 8 Malang with 47 students consisting of 19 female students and 28 male students. The reason for choosing the fifth-grade students because the students' *self-esteem* is still low. It is evidenced by passive students behaviour during the lesson, hesitant attitude in expressing opinion, feeling insecure and unable to compete with other students. The data required in this study is data on the implementation of *Rally Robbin* and *Fan-N-Pick* learning models, and student learning outcomes. Complete data and data sources can be seen in the following table.

Table 1. Data and research data source

No	Variable	Instrument	Data collecting method	Source
1	*Rally Robbin* and Fan-*N-Pick* Models	The Implementation observation sheet on *Rally Robbin* and Fan-*N-Pick learning model*	Observation	Teacher and Students
2	*Self esteem*	Observation sheet on students' Self *esteem*	Observation	Students
		Questionnaire sheet on students' Self *esteem*	questionnaire	Students
3	Learning outcome	Post test	Written test	Students

The data used in this research is observation, interview, test and documentation. The technique used is qualitative data analysis consisting of three stages of activities performed sequentially, namely: 1) reducing data, 2) presenting the data, 3) inferencing the analysis result. Indicator of success criteria of *Rally Robbin* and *Fan-N-Pick* model to improve student *self-esteem* can be seen when the implementation of learning by teacher and student in applying Robbin and *Fan-N-Pick* Rally model reach 80% with good criteria, student *self-esteem* observation reach 80% with very good criteria, *self-esteem* questionnaire reached 80% students with very good criteria and student learning outcomes achieve 80% of classical completeness above KKM (more than 75).

II. Research Findings And Discussion

The instrument used to measure the implementation of the *Rally Robbin* and *Fan-N-Pick* learning model is an observation sheet that contains an assessment by the observer. The study was conducted in 3 cycles where each cycle consisted of 3 meetings. The research applied to the fifth student's thematic learning with theme of the history of civilization of Indonesia. Based on the results of these instruments the researcher will obtain the data on the implementation of learning. The data on the results of the implementation of learning can be stated that the level of implementation by teachers in learning has increased from each cycle. The average learning achievement of learning by teachers in learning increased from the first cycle of 79, 69% with good criteria, in the second cycle of 84, 72% with very good criteria and in the third cycle of 89, 06% with very good criteria. The value obtained in the third cycle has been in accordance with the criteria of success of 80%. Obviously, the increase in the implementation of learning by teachers can be seen in the following diagram.

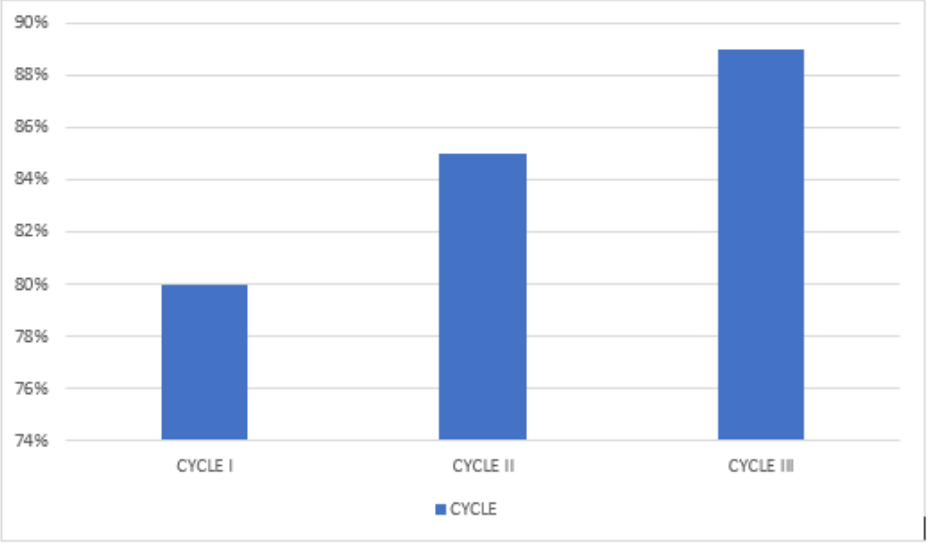

Figure 2. Teachers' learning Implementation

The data of learning implementation is not only obtained from the teacher, but also from the students. The acquisition of learning activity by students in the first cycle is 65,12% with medium criteria, on the second cycle is 79,67% with good criteria and at the third cycle is equal to 82, 61% with very good criteria. The value obtained in the third cycle has been in accordance with the criteria of action success of 80%. Obviously, the increase in the implementation of learning by students can be seen in the following diagram.

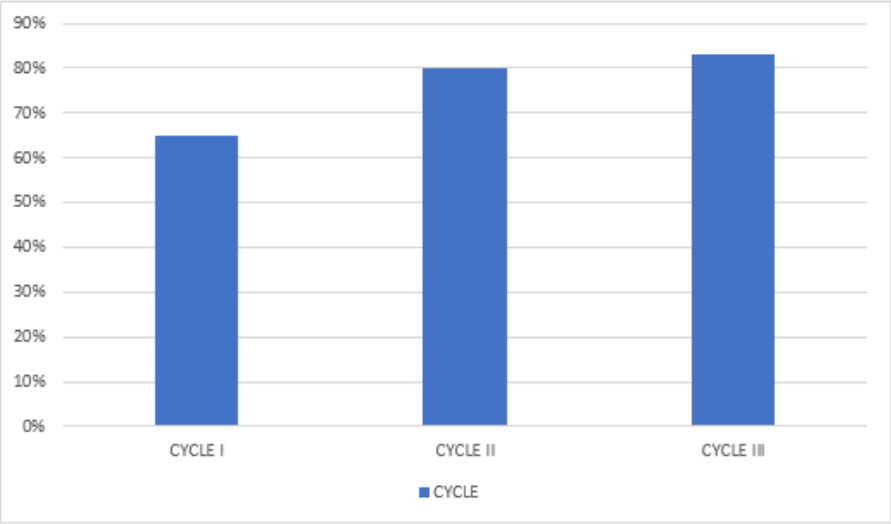

Figure 3. Students Learning implementation

Cooperative learning can bring students to learn through some interesting, effective, and more active methods of interacting in classroom learning. This is supported by Slavin (1999) where cooperative learning is a powerful tool that can be used to achieve academic, social, and affective goals of students by working together in groups to solve problems. Dyson (2003) also added that cooperative learning can help developing motor skills, social skills, work in groups, provide and receive feedback and develop student self-confidence.

The application of *Rally Robbin*'s learning model starts from: (1) The teacher poses a problem in which there are many possible answers or solutions; (2) The teacher gives the thinking time; (3) Students take turns in expressing answers or solutions. Implementation of this model from cycle I to cycle II can be seen from the increasing level of student activity, students who are initially shy and feel inferior began to interact, share information with friends, work together, help each other and dare to appear in front of the class to deliver the results of his work so that students' *Self-esteem* and knowledge also increased.

The implementation of *Rally Robbin* learning model is combined with Fan-*N-Pick* learning model. The implementation of *Fan-N-Pick* learning model in the fifth-grade students of SDN Purwantoro 8 Malang includes: 1) Student 1 holds question card such as fan and reads questions, 2) Student 2 holds the card, reads the question aloud and gives time to think, 3) Student 3 answers the question, 4) Student 4 reiterates the answer (or adds the answer, and 5) The student switches the role clockwise.

Student activity from the first cycle, the second cycle and the third cycle is also getting better. Students exchange information, build knowledge, express opinions, obey rules, appreciate the work of others, be responsible, focus on the task so that students understand more about the material. According to Kagan (2009: 6.24) *Fan-N-Pick* cooperative learning model has a functional structure to build groups in learning so that group members' interaction can foster new ideas, communicate knowledge with the group, implement learning in a systematic way and embodied in the learning implementation plan as well help improve student *self-esteem. Self-esteem* in question include the growth of students' courage, student self-confidence, responsibility, empathy and student self-control in positive things.

Instruments for measuring student *self-esteem* in the implementation of Robbin and *Fan-N-Pick* Rally models are observation sheets and student *self-esteem* questionnaires. During the learning process, there are 2 observers who are tasked to observe the implementation of activities and development of student *self-esteem.* In the student observation sheet, several aspects can be observed, namely 1) the students are dare to ask questions to the teacher if they get difficulty, 2) the students can discuss with friends about the problems given by the teacher, 3) the students discuss in groups using Fan- N-Pick learning model, 4) the students give praise to the other students if they answer the questions correctly, and 5) the students know the role of each member in the *Fan-N-Pick* model.

The result of *self-esteem* observation is conducted by 2 observers in the first cycle get the value of 73, 70% with good criteria, the second cycle is equal to 83, 34% with very good criteria and at the third cycle is equal to 85,04% with very good criteria. The value obtained in the third cycle has been in accordance with the criteria of success of action by 80%. Obviously, the increase in the implementation of learning by teachers can be seen in the following diagram.

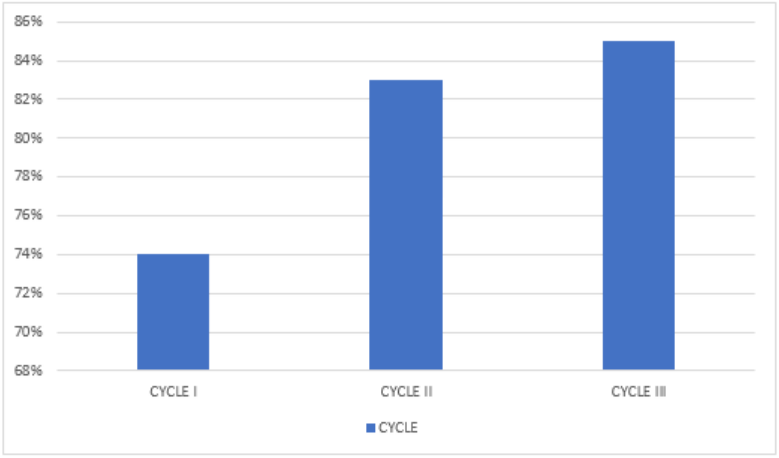

Figure 4. Observation result on students' *Self esteem*

The *self-esteem* questionnaire is given 4 times to the students: 1) during pre-action, 2) after the end of first cycle, 3) after the end of the second cycle, and 4) after the end of the third cycle. The result of *self-esteem* questionnaire of students in pre-action activity is 51, 06% with medium criteria, in the first cycle is 72,34% with good criteria, the second cycle is equal to 78,72% with good criteria and at the third cycle is equal to 85,11% having very good criteria. The results in the third cycle have been in accordance with the success criteria of action on the acquisition of *self-esteem* questionnaire by 85%. Obviously, the increase in the implementation of learning by teachers can be seen in the following diagram.

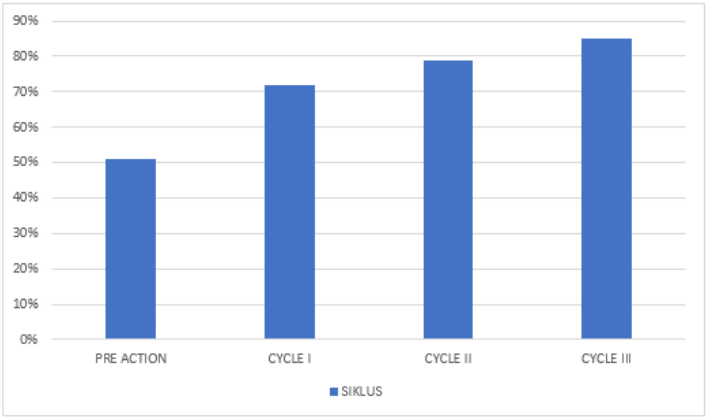

Figure 5. Students' *Self-esteem* questionnaire

Based on the above analysis it can be said that the application of *Rally Robbin* and *Fan-N-Pick* learning model can improve student *self-esteem*. Teacher who acts as facilitator and motivator. Students in groups try to relate the concepts they have mastered through group discussions, students have been able to communicate well, communicate opinions and accept friends' opinions, perform tasks according to roles responsibly, and cooperate with each other sincerely. The success of *self-esteem* improvement is in line with Slagle (2007) opinion that *self-esteem* can be improved when students are taught using cooperative learning method.

The result of the study on the implementation of *Rally Robbin* and *Fan-N-Pick* learning model can prove that the students' learning outcomes have improved from the first cycle, the second cycle and the third cycle. The final test result of 47 students with Minimal Completeness Criteria (MCC) of 75, in the first cycle there are 55, 31% of 26 students who achieve mastery learning. In the second cycle there are 78, 72% is 37 students who achieve mastery learning, which means there is an increase for 23, 41% compared to the first cycle. The results are still considered incomplete as it has not met the MCC as the complete learning happens when it reaches 85% the number of students who have reached MCC (more than 75). In the third cycle there are 85, 11% of 40 students who achieve learning mastery, which means it increased by6, 39% compared to the second cycle. This indicates that the students of the fifth grade of SDN Purwantoro 8 Malang have completed the classical study set in this study that is considered to have complete learning when reaching 85% of the total number of students who reach MCC (more than 75). Simple improvement of teaching implementation by teachers can be seen in the following diagram.

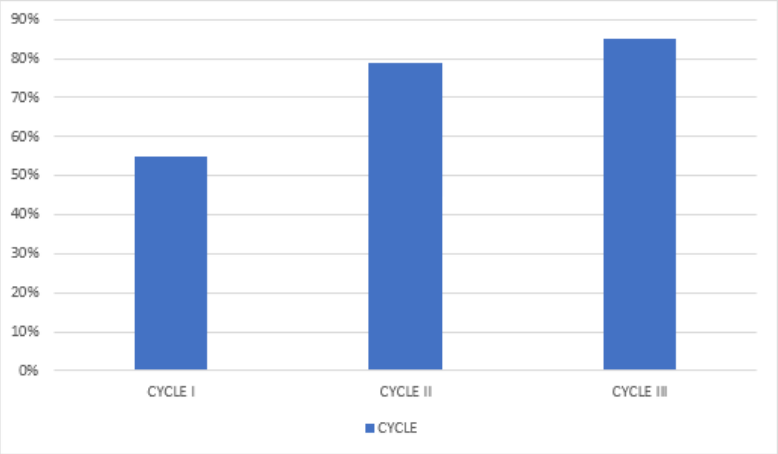

Figure 4. students'' learning outcome

The results above is in line with the opinion Sudjana (2013: 49) stating that the learning outcomes are the abilities that students have after receiving treatment in learning from the teaching process. In line with Sudjana, Hamalik (2008: 12) stated that the learning outcome is as a change of behaviour in a person that can be observed and measured forms of knowledge, attitudes and skills. The change can be interpreted as an occurrence of better upgrades and improvements from previous knowledge from do not know into things. At the end of each learning process, students are expected to be able to demonstrate the abilities shown in this study by cognitive learning outcomes. Cooperative learning model is very helpful for teachers in learning in the classroom. The results of Riyadi's (2016), Hakim (2016) and Frianto (2016) studies showed that after the implementation of *Fan-N-Pick* model it can improve students learning outcomes on social studies. Another study by Indiantika (2015) also stated that learning using *Rally Robbin* can improve student learning outcomes

III. Conclusion And Recommendation

Based on the results of data analysis and discussion that have been described it can be concluded that: 1) the implementation off learning model *Rally Robbin* and *Fan-N-Pick* in class of the fifth-grade students of SDN Purwantoro 8 Malang has been done well; 2) the implementation of *Rally Robbin* and *Fan-N-Pick* learning model can improve student *self-esteem;* 3) the adoption of Robbin and *Fan-N-Pick* Rally models can improve student learning outcomes.

Based on the results of this study, the suggestions are stated as follows: 1) Teachers are advised to apply the *Rally Robbin* and *Fan-N-Pick* learning models because based on the research results it is known that the implementation of *Rally Robbin* and *Fan-N-Pick* can improve students' *self-esteem* and learning outcomes; 2) The *Rally Robbin* and *Fan-N-Pick* learning model is expected to be used maximally by the teacher in several ways, namely: a) conveying clearly and detail the implementation steps of the learning model, b) directing students to help each other, cooperate and engage Active in the discussion, c) creating a fun but controlled learning atmosphere and continue to motivate students to be more active in the learning process, and 3) Further research is suggested to conduct further research by applying *Rally Robbin* and *Fan-N-Pick* learning models in different subject or different basic competencies and different levels of education.

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