

The Implementation of Quiz-Quiz-Trade and Fan-N-Pick Learning Model to Enhance Social Skills and Cognitive Learning Outcome of Social Studies

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Abstract: This classroom action research (CAR) aims to describe the implementation of Quiz-Quiz-Trade and Fan-Pick learning model to enhance social skill and learning outcomes of social studies on 5th grade students in SDN Polehan 1 Malang. This research consists of two cycles. The subject of this research is 39 students that consist of 20 males and 19 females. The data collection are observation sheet, test, questionnaire, interview, and documentation. The result of this research shows that social skills of the students enhance from 75,83% in cycle I to 80,45% in cycle II. The learning outcomes of the students in social studies also enhances from 31,57% in pre-cycle to 55,26% in cycle I, then 81,57% in cycle II.

Keywords: Quiz-Quiz-Trade, Fan-N-Pick, Social Skills, Cognitive Learning Outcome

I. INTRODUCTION

Based on observations and interviews result with the 5th grade classroom teacher of SDN Polehan 1 Malang, it is known that there are many problems which happen in the process of learning social studies in the class. The findings are: (a) there was only one-sided communication between teacher and students so that the learning becomes centered to the teacher (teacher center), (b) the students were talking about other topics out of the material when there were discussion in class and didn't help their friend to solve the problem that were given by their teacher, (c) the students are afraid to give their opinions when the teacher asked them, it is because they worried to answer the wrong ones, and (d) students felt bored and sleepy when the teacher gave the explanation about social studies materials.

There are many finding problems from the beginning of observations and interview in 5th grade class. It shows that the students' social skills are low. It is because the cooperation between the students is not good enough, there is no assertion and confidence of them to give their opinions and the students' empathy is still low. It is proven by the finding of UTS result of social studies subject. It shows that 31,58% students complete the learning (above minimum criteria of completeness/ MCC) while 68,42% students haven't completed the learning yet (below MCC). MCC (default score) for social science in 5th grade SDN Polehan 1 Malang is 73.

Social studies is assumed as broad material and tends to be rote. It is because social studies contain many indicators in competences which have to be achieved. The lack of social skill and cognitive learning outcome of social studies subjects in 5th grade students at SDN Polehan 1 Malang according to the data analysis result of observation, interview, and documentation shows that in the process of social studies learning needs "a medicine" like innovation in the process of social studies learning so that it will optimal result. The innovation of learning process can get through the student center, which means by implementation fun learning process according to constructivism learning theory. It accords to Nurhanayah et. al (2015) statement which explains that principles of student center learning have to be noticed. It can develop student's creativity, charge value, ethics, aesthetics, logics, kinesthetic, and giving fun learning experience.

One of innovations in fun learning process according to the constructivism theory can be realized by choosing cooperative learning model in giving the explanation of social studies materials. Cooperative learning involves student in small groups to achieve the aim of the learning. It supports by the statement of Ragusa (2013) that student cooperation in small groups in cooperative learning is to achieve the aim of general learning. Next, Hanurawan&Soetjipto (2009) said that cooperative learning is oriented on student involvement to develop the cooperative process to achieve the purposes of the learning. Cooperative learning is learning process which involves small groups to cooperate in maximizing the study (Johnson, 2004). It is related to Heinich, et. al statement (2002) that cooperative learning is realized in small groups where the students study together to solve the problems so that they can collaborate and have the ability to socialize.

Cooperative learning has many type of learning model. Researcher chooses to use Quiz-Quiz-Trade and Fan-N-Pick types. These learning models are chosen because the steps of the learning process are fun, it is fit to students of elementary school characteristics. They still enjoy learning by playing. Moreover, both learning

models can train the students to develop their five aspects of social skills, they are cooperation, assertion, responsibility, empathy, and self-control. It is supported by Kagan&Kagan (2009) statement that cooperative learning can put social skills value. Choosing both learning models is certainly corresponded with the findings in field. The implementation of both learning models is continuous. Quiz-Quiz-Trade learning model involve student in a pair. Fan-N-Pick learning model involve student in bigger groups that consists 4-5 students. Both of these models use questions card. The implementation of learning models Quiz-Quiz-Trade and Fan-N-Pick are suitable with other previous research. The result of previous research about Quiz-Quiz-Trade and Fan-N-Pick that was conducted by Torohula (2013) proves that using cooperative learning collaboration of Make a Match and Quiz-Quiz-Trade can enhance social skills and the result of social studies learning outcomes. Furthermore, previous research about Fan-N-Pick learning model was conducted by Frianto (2015) proves that the use of Team Game Tournament and Fan-N-Pick can enhance the motivation and the student learning outcomes.

II. THEORETICAL REVIEW

Social Skills of Elementary Student

Referring to the cognitive development step of Jean Piaget, elementary school student enters concrete operational stage. It means the mental activity of the student focuses on real objects or events that has ever experienced (Santrock, 2014). The student has been able to cooperate with his/her friend. It is supported by the statement from Majid (2014) that social development of elementary school student makes the she/he can compete with his friends, make friend, share, and independent.

Social development characteristic of elementary school student reflects that social interaction is needed in daily social activities. Social activity is phenomenon which can help explain to the student toward the change and direct student behavior and thoughts (Schunk, 2012). Therefore, in daily social activities, student must have high social skills in both learning and playing. Social skill is behavior which is learned and accepted socially. It is enable to person for interacting to others and avoid undesirable response (Vaz, 2013). Social skills can be considered as visible behavior in responding the respond from the environment (Cartledge& Milburn 1980). Students can learn social skills from people around them. Student can develop his/her social skill from family, teachers, friends, and his/her environment. It is supported by Susanto's (2016) opinion that social skill is also part of social competence that student must has to start and maintain positive social relationship with friends, teachers, and environment. Gresham, Et al (2011) explained that there are five aspects of social skill: (1) cooperation, (2) assertion, (3) responsibility, (4) empathy, and (5) self-control.

Learning Outcome of Social Studies in Elementary School

Social studies subject in elementary school is a discipline knowledge which is simple unification of four branches of social sciences, they are History, Geographic, Sociology and Economic for student to develop the skill. It aims to adapt him/herself in global society. The materials in social studies in elementary school involve the usage of four concepts of social science. It is similar to Marlina's (2016) opinion that teaching social studies in elementary school, teacher needs to mastery and understand about four branches of social science and the facts about students' environment. The success of learning social studies can be checked from the achievement of learning result. Purwanto (2014) explains that learning result is the changes in students after receiving learning experiences. It is the same as Rusman (2015), learning outcome is an important role in a learning process where the students have ability after receiving their learning experiences, including cognitive, affective and psychomotor. In this research, observed learning outcome is focused on cognitive ones.

Learning Model of Quiz-Quiz-Trade and Fan-N-Pick

Learning model of Quiz-Quiz-Trade and Fan-N-Pick are two learning model types which was created by Kagan&Kagan. Quiz-Quiz-Trade is a learning model which involve students in pairs, a student gives question to his/her friend, his/her friend answering and then exchange card to repeat the process with the new friend. Quiz-Quiz-Trade learning model gives chance to students to study together with their friends in solving the problem. It is proven by the explanation from Saito (2010) that through Quiz-Quiz-Trade model, students will easy to remember about materials they have learned, have confidence to talk while during the review activity and other students support them. Quiz-Quiz-Trade as a cooperative learning model has few steps. Kagan&Kagan explained that there are steps to do Quiz-Quiz-Trade learning model; (1) teacher let students to stand up, (2) students raise their hand in pairs, (3) Partner A asks B, (4) Partner B answers, then partner A give praised or teach, (5) the switch role, (6) partner switches the card say thank you to each other, (7) repeat step 1 to 6 until the time is over. Quiz-Quiz-Trade learning and model has excellences. According to Alfian (2015), there are (1) train the students to cooperate with their friends, (2) help each other if there is student who haven't understood about the material, sharing the happiness and pride if they understand the material, and (3) can relieve the boring toward the materials. The learning model Fan-N-Pick is a cooperative learning model where students in one group plays card game to respond to the questions. Each student shifts roles with new questions

(Kagan&Kagan, 2009). Similarly, learning models Quiz-Quiz-Trade, learning model Fan-N-Pick also has several advantages. According to Hakim (2014), The advantages of model Fan-N-Pick among others, (1) students can exchange information, (2) building a knowledge and teaching something to others, and (3) the students get more material from the information that has been obtained from others. Similarly, Quiz-Quiz-Trade, learning model Fan-N-Pick also have steps in applying them. Simply put, Riyadi, et al. (2016) formulate the steps of Fan-N-Pick models. The steps model of Fan-N-Pick according to Riyadi (2016), namely: (1) the student number 1 holding the question cards, (2) the student number 2 took one question cards and read them, (3) the student number 3 answer the questions, (4) student number 4 gave comments on the answer, and (5) students took the alternate roles clockwise.

III. METHODS

The subjects of the study are the students of fifth grade of SDN Polehan 1 Malang, which consists of 39 students, consisting of 20 male students and 19 female students. This research uses classroom action research (CAR) type which is model of Kemmis& Taggart (2014) in the form of cycle. The plot of this CAR model consists of plan, act and observe, and reflect. At the planning stage, the activities perform are making arrangements for the learning tools required in the study, including the observation sheet, the interview sheet, the final cycle test sheet, and the social skills questionnaire. Research action in one cycle consists of four meeting, namely three learning meetings as well as one meeting for the final cycle test and the completion of social skills questionnaire. During the implementation of the action, the learning process is observed using observation sheets based on the observations made by two observers. Reflection is done in conjunction with the observer to determine whether further action is required or not (n-cycle). Methods of collecting data using observation, tests, questionnaires, interviews, and documentation. Observation is done by observing the implementation of teacher and student learning and student skills based on the observation sheet. The end of the cycle test is used to determine the students 'cognitive learning outcomes at the end of the cycle, while the questionnaire is used to measure students' social skills. Interviews were conducted to find out the students' responses during the learning process. Documentation is done by taking photos during action.

IV. RESULTS AND DISCUSSION

The learning process of model Quiz-Quiz-Trade and Fan-N-Pick in class V SDN Polehan 1 Malang was implemented through two cycles, namely cycle I and cycle II. Each cycle consists of four meetings, namely meeting I, II, and III for learning meeting, and meeting IV for end-cycle tests and completion of social skills questionnaire. The result of the observation by two observers is shown in figure 1.

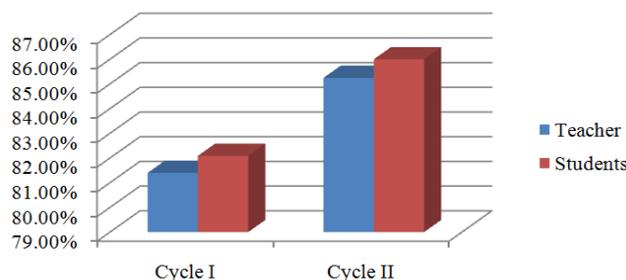


Figure 1 The percentage of learning implementation in cycle I.

Based on figure 1, data observation result of implementation of learning by teacher in cycle I showed that the acquisition of 81,40% has increased by 3,85% in cycle II, that is 85,25%. Furthermore, the data on the results of the learning implementation by students showed that the acquisition of 82,09% experienced an increase of 3.91% to 86% in cycle II. The result of observation of the implementation of learning by teachers and students showed that the learning implementation in cycle I has increased in cycle II. The results showed that the implementation of both models has been done very well. The learning has been centered on the students by improving the implementation of learning by the students. These results have shown that the learning model Quiz-Quiz-Trade and Fan-N-Pick is compatible to the elementary school students age where students can learn while playing. This is in accordance with the opinion of Majid (2014) which states that the social development of elementary students can be demonstrated with students beginning to compete with peers, able to share, and become independent. The implementation of learning models Quiz-Quiz-Trade and Fan-N-Pick can improve students' social skills. The aspects of students 'social skills examined in this research are aspects of students' social skills according to Gresham, et al. (2011), namely cooperation, assertion, responsibility, empathy, and self-control. The improvement of students' social skills from cycle I to cycle II is proven by the observation result and questionnaire of students' social skill. The results of both can be seen in tables 1 and 2.

Table 1. The Results of Social Skills Observation.

Results	Cycle I	Cycle II	Increase
Total Score	1311,67	1523,67	812
Average Value	79,52	88,24	8,72

Table 2. The Results of Social Skills Questionnaire.

Classical Questionnaire	Cycle I	Cycle II	Increase
Total Score	2304	2495	191
Average Value	75,83%	80,45	4,26%

The observation result of students' social skills indicates that student average value of student in cycle I that is 79,52, then experience increase equal to 8,72 so that become equal to 88,24 in cycle II with very good criteria. The improvement is also proven through the questionnaire of students' social skills which are completed at the end of each cycle. Result of questionnaire of student social skills indicate that percentage of average value questionnaires of student social skills fifth grade of SDN Polehan 1 Malang is 75,83% which belongs to "high" criterion. These results increased by 4.26% to 80.45% with the "high" criteria in cycle II. Based on observation and questionnaire social skills in the cycle I and II, it can be concluded that the implementation of learning models Quiz-Quiz-Trade and Fan-N-Pick can enhance students' social skills fifth grade SDN Polehan 1 Malang.

Based on these results, the students' social skills can enhance after implemented learning using learning model Quiz-Quiz-Trade and Fan-N-Pick. Both models are included in the cooperative learning model in accordance with the opinion of Kagan&Kagan (2009) that cooperative learning can engraft students' social skills values. Social skills are part of the social competence that must be possessed by students to start and maintain positive social relationships with peers, teachers, and the society (Susanto, 2016). The students' social studies cognitive learning outcomes in this study also increased. Improvement of student learning outcomes of fifth grade SDN Polehan 1 Malang from pre-cycle to cycle I, then to cycle II can be seen in table 3.

Table 3. The Results of Students' Social Studies Cognitive Learning.

Completeness	Pre-Cycle	Cycle I	Cycle II
Students completeness learning	12	21	31
Classical Completeness	31,58%	55,26%	81,57%

The results of this research showed that the implementation of both the learning models can improve student learning outcomes. This is proven by the data on pre-cycle, students who complete the study were as many as 12 students, increased to 21 students in cycle I, and increased in cycle II to 31 students. The percentage of classical completeness in cognitive learning result of social studies pre-cycle was 31.58%, increased by 23.68% to 55.26% in cycle I. Increase of 26.31% occurred from cycle I to cycle II to be 81.57% in cycle II. In the pre-cycle to cycle II, experienced an increase of 49.99%. The enhanced student learning outcomes indicated that the child has a good learning experience from a fun learning process, as stated by Nurhaniyah, et al. (2015) that providing pleasant learning experience is one of the principles of student centered learning. Learning outcomes that indicate the completeness of students in classical more than 75% of this indicated that learning materials of social studies in fifth grade of SDN Polehan 1 Malang can be mastered by most students. This is in accordance with the opinion of Marlina (2016) that teaching social studies in elementary school requires mastery and understanding of the four branches of social science and facts residing in society and the surrounding environment.

V. CONCLUSIONS AND RECOMMENDATION

Based on the data analysis results and discussion, it can be concluded that the implementation of learning models Quiz-Quiz-Trade and Fan-N-Pick in social studies in the fifth grade of SDN Polehan 1 Malang performed very well according to the plan of improvement of learning through two cycles, namely cycle I and II. The implementation of these two learning models can improve the social skills of fifth grade students in SDN Polehan 1 Malang, as proven by the results of observation and questionnaire of students' social skills which showed an increase in the percentage of the average score of students' social skills from cycle I to cycle II. The application of learning models Quiz-Quiz-Trade and Fan-N-Pick can also enhance the cognitive learning outcome of fifth grade students SDN Polehan 1 Malang in social studies contents. This is evidenced by the acquisition of pre-cycle data result until cycle II, the number of students who completed always increased. The percentage of classical completeness in social studies cognitive learning outcomes from pre-cycle to cycle II is also increasing.

Based on the conclusions which presented above, several suggestions are proposed. Some suggestions are as follows.

1. Students should enhance their social skills and cognitive learning outcomes, one of which can be through teamwork activities.

2. The fifth-grade teachers should try to apply the learning model Quiz-Quiz-Trade and Fan-N-Pick in the learning process at schools, especially on social studies subjects.
3. The headmaster should recommend the teachers to try to apply the learning model Quiz-Quiz-Trade and Fan-N-Pick in the process of learning social studies, as well as on other subjects in order to improve the quality of learning.
4. This research can be used by other researchers as reference in conducting similar action research in the future.

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