The Effect of Everyone is a Teacher Here Model and Self-Regulated Learning Towards Learning Outcomes of Indonesian History

R.A. Pratama[1], N. Ibrahim[2], Sarkadi[3]

[1,2,3] History Education Department, Postgraduate, Jakarta State University,
Jakarta, Indonesia
e-mail: rinaldoadi@outlook.com[1], sarkadi09@yahoo.co.id[2], nurzengky.ibrahim@yahoo.co.id[3]

Abstract

This research aimed at finding the influence of the learning model Everyone Is a Teacher Here and Self-Regulated Learning towards of Learning Outcomes of Indonesia History. The research was conducted at SMAN 8 Tangerang on the academic year 2017/2018. The research method was experiment, with treatment by level 2X2. Results showed that the students who were treated with the Everyone Is a Teacher Here model had high learning outcomes, compared to those who were given direct model learning; groups of students who had high self-regulated learning and they received learning Everyone Is a Teacher Here had a higher learning outcomes in Indonesian history compared to those given direct learning; groups of students who had low Self-Regulated Learning and they received direct learning, haved higher learning outcomes in Indonesian history compared to those studied Everyone Is a Teacher Here; and, ultimately, there was an interaction effect between the learning model and the Self-Regulated Learning of the learning outcomes of Indonesian history.

Keywords: Everyone Is a Teacher Here, Self-Regulated Learning, Learning Outcomes

1. Introduction

The subject of Indonesian History taught in schools means to achieve the goals of national education, this is mainly related to efforts to foster and develop attitudes, character, and social and national responsibility of students (Hasan, 2012). In order to achieve the objectives as mentioned above, of course learning Indonesian History must be presented through interesting and fun ways so that students are comfortable in the learning process (Hasan, 2013).

However, in reality, the conditions in the real live have not yet fully materialized. Based on preliminary observations made by researchers regarding on the learning of Indonesian History at SMAN 8 Tangerang, it shows a lack of active participation of students and has an impact on the final results in learning Indonesian History. Learning carried out by the teacher is still direct and does not indicate the existence of a student-centered approach. This happens because there is an initial perception of the students regarding the subjects of Indonesian History which are only in the form of memorization only and need to be told by the teacher.

In the process of learning the History of Indonesia in SMAN 8 Tangerang is still less effective and efficient. In the question and answer process, there were only a few students who asked, the majority were passive in asking this due to a lack of motivation in asking, besides when given the opportunity to argue, no one expressed their opinion, there was hesitation in conveying ideas, it can be seen from the attitude of the students who expressed their opinions to their closest friends but did not dare before all students. This is because there is no initiative to argue and provide ideas and ideas.

In addition, when the teacher provides an opportunity to review the material that has been discussed, the students are unable to re-explain the material they obtained using their own words. This reflects the low communication skills of students. If the situation is allowed, it will cause the emergence of habits of students who have no motivation to ask questions, argue, give ideas, and refute, even more so if there is a misunderstanding in understanding and understanding the Indonesian History subject matter being studied. After seeing the results of the tests conducted by the teacher it was seen that the student learning outcomes

obtained were still below the Minimum Completion Criteria (KKM) of 75 which had been set by the school.

In this study the applied learning strategy is an active learning model strategy learning Everyone Is a Teacher Here in learning Indonesian History. Everyone Is a Teacher Here is a model that is easy to implement to obtain large class participation and individual responsibility (Silberman, 2012). This learning model is a model that emphasizes communication between students and demands maximum learning outcomes (Sirinterlikci, 2009). Planning learning model Everyone Is a Teacher Here is the distribution of cards to each student as a media writing specific questions / themes / topics that will be discussed and explained by students in front of the class.

With these learning steps, students are required to explain the material on the card they are receiving, making it possible to get the participation of students to communicate in learning Indonesian History, because students are required to speak in public, present information, ask questions, and offer objections or argue. With the use of learning models Everyone Is a Teacher Here is expected that students get more learning outcomes than using conventional models or other models considering that SMAN 8 Tangerang is one of the National Referral Schools in Tangerang City.

This model provides an opportunity for each student to act as a teacher towards other students (Michael, 2006). From the challenging theory of learning models Everyone Is a Teacher Here stated above can be concluded that what is meant by the learning model Everyone Is a Teacher Here is a model to get participation or increase activity in the learning process (Edwards, 2015). In the learning process, not necessarily all of the teachers, learners just sit quietly and listen to lectures from teachers, but learners can teach one another and share information with other learners. Learning model Everyone Is a Teacher Here is an easy model for teachers to gain class participation and individual responsibility.

The purpose of implementing the learning model Everyone Is a Teacher Here is to familiarize students with individual active learning and to cultivate the nature of being brave to ask, not self-conscious and not afraid of being wrong (Michael, 2006). So this model does require students to be active in making questions and answers, so that there is no possibility of sleepy or daydreaming students during the lesson (Ismail, 2009).

The application of the Everyone Is a Teacher Here learning model when combined with students' Self-Regulated Learning is thought to have a significant influence on the learning outcomes of Indonesian History (Rijal, Syamsu & Suhaedir Bachtiar, 2015; Paulino, P., Isabela Sa & Adelina Lopes da Silva, 2016). Self-Regulated Learning can be interpreted by being able to accept one's own responsibilities, be free in thinking and acting, able to regulate and determine the way of life in fulfilling their wants and needs. In the other words, someone is said to have independence if he is able to be responsible, free to think and act, and can regulate and determine his life according to the wants and needs of the person himself (Hurlock, 2013: 185 ; Burman, Green CD, & Shanker, 2015).

Zimmerman has the view that Self-Regulated Learning is a person's self-regulation of his own cognitive processes so that learning is successful. The processes of self-regulated learning include; goal setting, planning, self-motivation, attention control, flexible use of learning strategies, self-monitoring, appropriate help seeking, and self-evaluation (Zimmerman, 1990; Sumantri & Rachmadtullah. 2016). In other words, Self-Regulated Learning includes processes: goal setting, planning, self-motivation, emotional control, the use of flexible learning strategies, self-monitoring, seeking appropriate help and self-evaluation.

Zimmerman explained that Self-Regulated Learning means students control their own learning activities (Zimmerman, 1990; Agustinawati, 2014). A person can be said to be independent if he is able to realize his will that is seen from the action and then produce something for him. The Self-Regulated Learning of individuals will continue to develop along with the learning process and environmental conditions so as to bring up the ability to think and behave.

Self-Regulated Learning in principle relates to learning to investigate, namely in the form of direction and self-control in order to obtain and use the knowledge they have (Scraw, Kent, & Kendall, 2006; Slavin, 2011). To be able to do this, there are two things that can be done, namely by using a learning program that contains instructions for self-study and involving students to plan and carry out activities. The Self-Regulated Learning of students is a sense of belonging and training in good learning methods. The Self-Regulated Learning of students can of course be influenced by themselves and from outside themselves like the environment they face (Basri, 2001).

There are several studies relevant to the learning model Everyone Is a Teacher Here. The research of Muhammad Amin Said , Nirmayanti and Nurlina (2015) shows that the application of the learning model Everyone Is a Teacher Here can improve the physics learning outcomes of students of class X a Al Bayan Makassar High School when juxtaposed with direct learning learning models .

Furthermore, research from Radhiah Arzul, Zulfitri Aima and Audra Pramitha Muslim (2018) showed that the results of students 'mathematical learning by applying the Everyone Is a Teacher Here strategy were better than students' mathematics learning outcomes by applying conventional learning to class VIII SMP 12 Padang. Research Sulaiman (2016) shows that learning uses the learning strategy Everyone Is a Teacher Here on the subject of the circle has a real influence on student mathematics learning outcomes in SMP Negeri 1 Sukoharjo when compared to conventional strategies. Finally, research from Ina Rohmawati, Eli Rohaeti (2016) showed that there were significant differences in chemistry learning achievement between students who took part in the learning type Everyone is a Teacher Her e active learning strategy when compared to the problem training learning strategies at Cangkringan 1 Public High School.

This research was conducted to see the effect of students' Self-Regulated Learning in the process of learning Indonesian History. With these learning steps, students are required to explain the material on the card they are receiving, making it possible to get the participation of students to communicate in learning Indonesian History, because students are required to speak in public, present information, ask questions, and offer objections or argue. By usingthe Everyone Is a Teacher Here learning model students are expected to get more learning outcomes compared to using conventional models or other models considering that SMAN 8 Tangerang is one of the National Referral Schools in Tangerang City.

Based on these problems, this study is devoted to looking at the effect of learning models and students' self-regulated learning on the learning outcomes of students in Indonesian History subjects at SMAN 8 Tangerang.

2. Method

The method used in this research is experiment with treatment design by level 2X2. The variables in this study consisted of two independent variables Everyone Is a Teacher Here and Self-Regulated Learning. The dependent variable in this study is the learning outcomes of Indonesian History. This research is an experimental study using one experimental class with the learning model Everyone Is a Teacher Here and one control class with a direct learning model.

The infinite population in this study was all 10th grade students consisting of 9 classes as many as 306 affordable students and populations, namely 6 classes of science majors in 204 students in SMAN 8 Tangerang. Determination of samples in this study was conducted by random sampling technique, obtained by two classes namely class X IPA 3 as the control class and class X IPA 5 as the experimental class.

Table 1. Design of Experiment with *Treatment by Level 2x2*

Self-Regulated Learning	Learning Model	
	ETH (A1)	Direct Learning (A2)
High (B_1)	$A_1\ B_1$	$A_2\ B_1$
Low (B_2)	$A_1\ B_2$	$A_2\ B_2$

Information:

A_1 : Groups of students who follow the *Everyone Is a Teacher Here*

A_2 : Groups of students who follow the direct learning

A_1B_1 : The group of students who followed *Everyone Is a Teacher Here* with high Self-Regulated Learning

A_1B_2 : The group of students who followed *Everyone Is a Teacher Here* with low Self-Regulated Learning

A_2B_1 : The groups of students who follow the direct learning with high Self-Regulated Learning

A_2B_2 : The groups of students who follow a direct learning with low Self-Regulated Learning

Data have been obtained from the data collecting, then performed analysis according to the research objectives of each. Data analysis in this study consisted of two parts, namely descriptive analysis and differential analysis. Descriptive analysis is done by presenting the distribution table, histogram, average and standard deviation. Testing the hypothesis is done by using a variance analysis test ANOVA. Before conducting ANOVA test, the requirements test is carried out in the form of homogeneity test and normality test.

Normality test to find out the data on student learning outcomes in each group is in normal distribution. The normality test in this study used *the Liliefors Test*. Homogeneity test to find out whether Indonesian History learning outcomes data among sample groups is homogeneous. The homogeneity test in this study used *the Bartlett Test.*

In the final stage of the analysis, if the results show differences and show significant interactions between the independent variables, then the analysis needs to be continued to test which groups are higher using *the Tuckey Test.*

3. Result and Discussion

A. Result

This research is an experimental research with active learning model Everyone Is a Teacher Here as a treatment variable, while the direct learning model as a control variable. The data used as the basis of the description of the results in this research is the students' Self-Regulated Learning and learning outcomes ofIndonesian history after treatment. The researcher explained the results research that includes: data description, testing data analysis requirements, hypothesis testing, and discussion.

The results for data on learning outcomes of Indonesian History includeing maximum score, minimum score, range, mean, median, mode, variance, and standard deviation. Such data can be presented in the following table below:

Tabel 2. Summary of Learning Outcomes in Indonesian History

DESCIPTION	A_1	A_2	A1B1	A1B2	A2B1	A2B2
N	18	18	41	33	32	35
MAX	41	35	34	27	26	29
MIN	27	26	7	6	6	6
RANGE	14	9	37,33	29,89	28,78	32,78
MEAN	33,61	30,78	41	33	32	35
MEDIAN	33,50	28,83	37,00	29,50	28,75	32,83
MODUS	37,00	28,70	39,50	28,50	28,50	32,50
VAR	19,55	7,59	5,50	4,86	3,19	3,94
ST DEV	4,42	2,76	2,35	2,20	1,79	1,99

Hypothesis testing is done after the normality test and homogeneity test. Hypothesis testing is done to test all the main effects and interaction effects on learning outcomes by using two variance analysis 2x2 two way (ANAVA). The main effect in this research is about the influence of active learning model type Everyone Is a Teacher Here and Self-Regulated Learning of the students towards learning outcomes in Indonesian History SMAN 8 Tangerang, while the effect of the interaction is about influence the interaction between the use of the learning model given to students who have low learning independence.

Then the significance level is carried out by further testing use the Tukey Test. The results of the calculation of path variance analysis with complete statistics will be illustrated in the table below:

Table 3. Calculation of ANOVA Two Way

Source of Variance	Db	JK	RJK	F_{count}		F_{table}	
						0.05	0.01
Between Columns	1	72.25	72.25	16,514	*	4.20	7.77
Interline	1	26.69	26.69	6,102	*	4.20	7.77
Interaction	1	294.69	294.69	67,359	**	4.20	7.77
In	32	140.00	4.37				
Total Reduced	**35**	**533.64**					

Information
* = Significant
** = Very Significant
Db = Degree of Freedom
JK = Number of Squares
RK = Average of Squares
Fh = F count
F_t = F table

Based on Table 3 above, hypothesis testing for all effects can be carried out as follows: first hypothesis, the results of ANOVA data F_{count} for learning models with a score of 16.514 while F_{table} with a score of 4.20 at the actual level α = 0.05, because F_{count} > F_{table} then H_o rejected and H_1 accepted it means that there are differences in learning outcomes Indonesian history between learners use learning models Everyone Here Is a Teacher with students who used direct instructional model. The result showed on this table below:

Table 4. The Result of Learning Outcomes between the student treated by Everyone Is a Teacher Here and Direct Learning Model

Compared group	F_{count}	F table
		α = 0,05
A_1 and A_2	16,514	4,20

Information:
A_1 : Everyone is a Teacher Here Model
A_2 : Direct Learning Model

Based on the table above, F_{count} result can be seen there are significant learning outcomes Indonesian history between learners use learning models Everyone Is a Teacher Here with direct learning model, can   be   seen   from   the   average   value   of the learning model Everyone Is a Teacher Here (A_1) with a score of 33.61, while the average value of the direct learning model (A_2) with a score of 30.78. It can be concluded that the results of   learning using learning model   Everyone Here Is a Teacher higher   than   that using direct learning model.

Second hypothesis, after treatment to the student, there is the influence of the interaction between the use of learning model and self-regulated learning on the learning outcomes of Indonesian History of students.the result of the calculation showed on this table below:

Table 5. Result of Interaction betwen Learning Model and Self-Regulated Learning

Compared group	F_{count}	F_{table} $\alpha = 0,05$
$A_1 B_1$ and $A_2 B_2$	67,359	4,20

Information:

A_1B_1 : The group of students who followed *Everyone Is a Teacher Here* with high Self-Regulated Learning

A_2B_2 : The groups of students who follow a direct learning with low Self-Regulated Learning

The result of ANOVA calculation can be seen that F_{count} for the interaction factor is 67.359 bigger than the F_{table} 4.20 on the real level $\alpha = 0.05$. This shows that there is an interaction effect between the use of learning and self-regulated learning models on student learning outcomes. The data can be concluded that H_0 is rejected and H_1 is acepted. While the average value of each cell is scored as follows: $A_1 B_1$ with a score of 37.33, $A_1 B_2$ with a score of 29.89, $A_2 B_1$ with a score of 28.78, $A_2 B_2$ with a score 32.78 . Below is illustrated the results of hypothesis testing the influence of the interaction between the use of learning and self-regulated learning.

Third hypothesis, the average of the learning outcomes of students with high self-regulated learning who used Everyone Is a Teacher Here ($A_1 B_1$) which is 37.33, while the average of the learning outcomes students with high self-regulated learning who used direct learning models ($A_2 B_1$) that is 28.78, both of these values are then compared using the Tukey Test showing that Q_{count} is 12.27 > Q_{table} which is 4.04 at the significance level $\alpha = 0.05$, thus we can conclude H_0 is rejected and H_1 accepted , it means that for students who have high self-regulated learning there are differences in learning outcomes with students who use the direct learning model . the result of Tukey Test showed below:

Table 6. Tukey Test Result For Students' With High Self Regulated Learning Using Everyone Is a Teacher Here And Direct Learning Model

Compared Group	Q_{count}	Q_{table} $\alpha = 0,05$
A_1B_1 dan A_2B_1	12,27	4,04

Information:

A_1B_1 : Learning outcomes of student with high self regulated learning using Everyone Is a Teacher Here learning model

A_2B_1 : Learning outcomes of student with high self regulated learning using direct learning model

Fourth hypothesis, learning outcomes of Indonesian History learners who used Everyone Is a Teacher Here on learners who have low self-regulated learning is lower than the learning outcomes of Indonesian History of student who used direct learning model. The average value of learning outcomes of Indonesian History of students with low self-regulated learning who used Everyone Is a Teacher Here ($A_1 B_2$) that is 29.89, while the average of learning outcomes in Indonesian History of students with self-regulated learning was low who use the direct learning model ($A_2 B_2$) which is 32.78.

Tabel 7. Tukey Test Result for Students' with Low Self Regulated Learning Using Everyone Is a Teacher Here and Direct Learning Model

Compared Group	Q_{count}	Q_{table}
		$\alpha = 0{,}05$
A_1B_2 and A_2B_2	4,14	4,04

Information:

A_1B_2 : Learning outcomes of student with low self regulated learning using Everyone Is a Teacher Here learning model

A_2B_2 : Learning outcomes of student with low self regulated learning using direct learning model

The results of these data indicate that Q_{count} is 4.14 is greater than Q_{table} which is 4.04 at the significance level $\alpha = 0.05$, it can be concluded that H_0 is rejected and H_1 accepted, which means that there are differences in learning outcomes of Indonesian History of students who have low self-regulated learning who used Everyone Is a Teacher Here model and students who have low self-regulated learning who use the direct learning model.

B. Discussion

The results of data analysis are known to be the learning process used Everyone Is a Teacher Here model has a significant and higher effect in optimizing the learning outcomes of Indonesian History of students. Students get better learning outcomes after being given treatment using Everyone Is a Teacher Here model.

Table 8. Tuckey Test Result

Compared group	Q_{count}	Q_{table}	Conclusion
		$\alpha = 0.05$	
Q3: A_1B_1 and A_2B_1	12.27	4.04	Reject Ho
Q4: A_1B_2 and A_2B_2	4.14	4.04	Reject Ho

Based on the table above, it means that Everyone Is a Teacher Here model is a very appropriate model to get class participation as a whole and individually (Zaini, Hisyam, Bermawy Munthe & Sekar Ayu Aryani, 2008). The students in experiment class got a great achievement for their learning outcomes. This is happened because Everyone Is a Teacher Here model provides an opportunity for each student to act as a teacher for his friends. With this model, students who have been unwilling to be involved will actively participate in learning. According to Silberman the Everyone Is a Teacher Here model is an easy model for obtaining large class participation and individual responsibility (Silberman, 2009; Freeman, et.al, 2014).

The results of the first hypothesis testing show thar the learning outcomes of students who use the learning model Everyone Is a Teacher Here higher than the learning outcomes of Indonesian History of students who use the direct learning model. Students are very active and enthusiastic when the learning process uses a learning model Everyone Is a Teacher Here. This model suitable to make students more active, and have responsibility for the material obtained so that it is better able to improve the ability of students to communicate about the material being studied (Faust & Paulson, 1998; Fayombo, 2012).

With this model, students are able to regulate the rhythm of learning and respect each opinion of their friends while expressing their opinions in front of public. They tried to show their skill to communicate with other people and transfer their knowledge to others no matter the material and their explaination mistake or not. This learning model make the teacher more communicate with the student because the student not afraid anymore to speak up in the classroom.

Hypothesis test results for the second hypothesis show that there is an interaction effect between the use of learning models and students' self-regulated learning on the learning outcomes of Indonesian History of students. It proves with the picture below that showed the interaction between both variables:
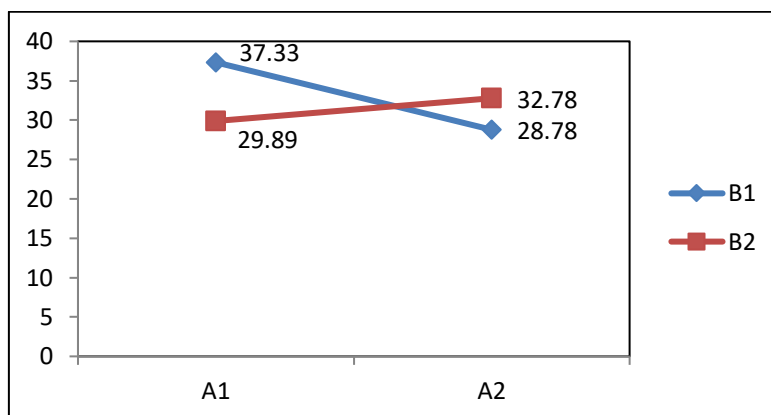

Figure 1. Interactions between variables

Information:

A1 : Everyone Is a Teacher Here Model
A2 : Direct Learning Model
B1 : High Self-Regulated Learning
B2 : Low Self-Regulated Learning

The teacher need to choose the right model to implement in the classroom. The reason of this way because learning model is the one of the most important things in the learning process in the classroom in order to improve and optimize student learning outcomes whatever the subject learnt in, especially in Indonesia History subject because lots of student need to remind past event. In addition, the self-regulated learning possessed by students will be able to increase interest in the learning process of Indonesian History, so the learning outcomes of students in the learning process of Indonesian History will increase.

The results of the third hypothesis test show that the learning outcomes of Indonesian History are students who have high self-regulated learning who use learning models Everyone Is a Teacher Here is higher than students who use the direct learning model. In the learning process students who have high self-regulated learning will be able to follow the learning model Everyone Is a Teacher Here very well. Students are able to explain well every theme from the materialization of Islamization and the Sultanates in Indonesia to other students.

Everyone Is a Teacher Here learning model is more appropriate to be used by students who have high self-regulated learning because, in the learning process students are given the opportunity to explain the material in their own way until their group mates understand what is explained, so that students are able to express and explain new ideas and students are more happy and comfortable in completing the learning process.

This model is able to direct students to have high self-regulated learning in order to understand a material. In the learning process learners are required to recognize self-control is within oneself and others, because the teaching model Everyone Here Is a Teacher's Learners are required to explain to the other with a very good friend, and another friend who is required to ask, mena n ggapi and refute what has been described. Such learning process will be able to improve learning outcomes of Indonesian History of students, so it can be concluded that the Everyone Is a Teacher Here learning model isgood for students who have high self-regulated learning while the direct learning model is used by students who have low self-regulated learning.

The test results in the fourth hypothesis state that the learning outcomes of Indonesian History are students who have low self-regulated learning who use the learning model Everyone Is a Teacher Here lower than the students' learning outcomes of Indonesian History students who have low self-regulated learning who use the direct learning model. This is because in the learning process students do not play an active role of students only listen to the material from what is explained by the teacher, so there is no interaction between fellow classmates.

Students who have low self-regulated learning are more appropriate to use the direct learning model because this model is not required for team work, each student is not given responsibility in the learning process, so students are not challenged in the learning process. The teacher's direct learning model only explains (lectures) without any interesting activities that require students to play an active role so that this does not require students to haveindependent learning when the learning process takes place.

The learning process that has been facilitated well by the teacher will be easier to be followed by students who have low self-regulated learning (Chi & Ruth Wylie. 2014). Because students are not required to explore their abilities further and students are not too involved in the learning process. Students are only involved to listen to the explanation from the teacher so that the learning process like this is good for students who have low self-regulated learning.

With problems like that, a learning strategy is needed that is able to encourage the active role of students in learning Indonesian History, which is a strategy that is able to create conducive learning full of interactions and encourage learning activities that are comfortable and enjoyable (Kochar, 2008; Susanto, 2014; Prince, 2004) . Therefore, to improve the learning outcomes of students in Indonesian History subjects can be done with various strategies and models learning, one of which is using the Everyone Is a Teacher Here active learning model strategy.

4. Conclusion and Suggestion

Based Everyone Is a Teacher Here model is a very suitable model to get class participation as a whole and individually in Indonesian History subject. The students in experiment class got a great achievement for their learning outcomes than control class who using direct learning model. This is happened because Everyone Is a Teacher Here model provides an opportunity for each student to act as a teacher for his friends. With this model, students who have been unwilling to be involved will actively participate in learning.

The results of this research showed that Indonesian History learning outcomes in students using the *Everyone Is a Teacher Here* learning model showed higher results compared to Indonesian History learning outcomes in students who used the direct learning model. There is an influence of interaction between learning and self-regulated learning models towards learning outcomes of Indonesian History.

Learning outcomes of Indonesian History using the *Everyone Is a Teacher Here* learning model the students who have high self-regulated learning show higher results compared to the learning outcomes of Indonesian History that use direct learning models in students who have self-regulated learning high. Learning outcomes of Indonesian History using the *Everyone Is a Teacher Here* learning model students who have low self-regulated learning show lower results than learning outcomes in Indonesian History using direct learning models in students who have low self-regulated learning.   It is expected that the next researcher can continue and use this model to improve the learning outcomes of Indonesian History for students.

The teacher can use active learning model type Everyone Is a Teacher Here as an alternative for the learning model during the learning process in the classrooom and can optimize the learning outcomes of Indonesian History. And also, the teacher can consider the characteristics of the students, especially in the realm of self-regulated learning to choose the appropriate learning model in the process of learning. The teacher can provide the active learning model type Everyone Is a Teacher Here to students who have high self-regulated learning and a direct learning model to students with low self-regulated learning to improve and optimize learning outcomes for students.

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