

IMPLEMENTATION OF THE RECIPROCAL TEACHING MODEL TO IMPROVE STUDENTS' COGNITIVE ABILITIES AT SAMBAS STATE ELEMENTARY SCHOOL 2

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Abstract

This journal aims to obtain complete and in-depth information on the implementation of the reciprocal teaching model to improve students' cognitive abilities at Madrasah Ibtidaiyah Negeri 2 Sambas until the 2022-2023 academic year. This research uses a qualitative approach with a case study type of research. Data collection techniques in this research used interview, observation and documentation techniques. The data analysis techniques used are data collection, data reduction, data presentation and drawing conclusions. Data validity checking techniques use source triangulation, technical triangulation, time triangulation, and member check. The results of the research show that: (1) Teacher planning in implementing the reciprocal teaching model to improve students' cognitive abilities by formulating learning objectives, determining learning experiences, determining teaching and learning activities, providing media and tools, conditioning physical facilities, preparing learning evaluation plans, (2) The application of the reciprocal teaching model to improve students' cognitive abilities can be seen during learning. Students are very enthusiastic in carrying out the learning, many questions are asked by other students to the group who are explaining the material in front of the class, (3) Evaluation results in the application of the reciprocal teaching model for improve students' cognitive abilities through evaluative evaluation and formative evaluation.

Keywords: Implementation, reciprocal teaching model, cognitive, students

INTRODUCTION

The development of human thought in providing boundaries about the meaning and understanding of education always shows changes. These changes are based on various findings and changes in the field related to the increasing components of the

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existing education system. Education in Indonesia is now being shaken by various changes in accordance with the demands and needs of society, and is challenged to be able to answer various local problems and global changes that are happening so rapidly. These changes and problems include the free market (*free trade*), free labour (*free labour*), the development of information, and the tremendous development of science, technology, art, and culture.

Thus, we need the exemplary behaviour brought by the Prophet Muhammad. For a teacher, it is required to provide varied teaching materials so that students can understand the material being explained. Therefore, ability is the skill of each individual to complete their work or master the things they want to do in a job, and ability can also be seen from a person's cognitive ability. One of them is to make students understand learning, namely using the *reciprocal teaching* model, which is a cognitive ability in students that provides opportunities for them to learn independently, creatively, and more actively. In this learning method, students are given the opportunity to study the material first, then students explain the material learned to other students. The teacher's role is only to facilitate and guide the learning process, namely by clarifying or explaining material that the students cannot solve independently.

Cognitive ability is the sum of all mental activities that enable an individual to connect, assess, and consider an event, thus acquiring knowledge afterwards. Cognition is all mental activity that enables an individual to relate to, assess, and consider an event, so that the individual gains knowledge afterwards. Cognition is inseparable from a person's intelligence. Cognitive examples can be demonstrated when a person is learning, developing an idea, and solving problems.

The fourth grade of the State Islamic Elementary School 2 Sambas has implemented a *reciprocal teaching* learning model during the teaching and learning process. The learning process provides skills to students in place of a teacher who is able to share their knowledge with other students in a class. This aims to improve students' cognitive learning because previously students acted as listeners, so students accepted whatever was conveyed by the teacher without paying attention to the meaning of what they were learning, and as a result, students quickly forgot.

Students often do not respond to lessons, and are not disciplined towards lessons, students are not focused on following lessons, some students talk to other students when the teacher is delivering the material, students lack curiosity about the material being studied so their ability to ask questions is low, even tasks are not done, students pay little attention to lessons and only a small number of students are able to complete questions. Students are not given the opportunity to carry out learning

activities or in other words the role of the teacher in learning seems more dominant. This indicates that the learning process implemented in Madrasah Ibtidaiyah Negeri 2 Sambas, which is in grade IV, is not yet running optimally.

RESEARCH METHOD

This research uses a naturalistic research approach, which is often referred to as a qualitative approach. As for the type of research used, the case study researcher chooses to describe all research materials and research data derived from interview scripts, field notes, photos, personal documents, notes, related to learning the *reciprocal teaching* model to improve students' cognitive abilities. Thus, the researcher tried to describe the data or events through data quotes to give an overview of the report on the implementation of the *reciprocal teaching* model to improve students' cognitive abilities.

The research location is Madrasah Ibtidaiyah Negeri 2 Sambas, which is located at Jl. Raya Sekuduk, Sekuduk Village, Sejangkung District, Sambas Regency. The reason the researcher chose the research location at Madrasah Ibtidaiyah Negeri 2 Sambas was based on several considerations. *First*, because the researcher wanted to find out more in-depth what efforts the principal had made to improve student cognition in each class. *Secondly*, Madrasah Ibtidaiyah Negeri 2 Sambas is one of the schools that has implemented the *reciprocal teaching* learning model in grades IV, V, and VI. The data collection techniques in this study used interviews, observations, and documentation. The data analysis techniques used were data collection, data reduction, data presentation, and drawing conclusions. The data validity checking techniques used source triangulation, technique triangulation, time triangulation, and *member check*.

RESULTS AND DISCUSSION

Teacher planning in implementing the *reciprocal teaching* model to improve students' cognitive abilities at Madrasah Ibtidaiyah Negeri 2 Sambas Academic Year 2022-2023

Planning is compiling the steps that must be taken to achieve predetermined goals. The planning can be compiled based on needs in a certain period of time according to the planning activities. Teacher planning in implementing the *reciprocal teaching* model to improve students' cognitive abilities at Madrasah Ibtidaiyah Negeri 2 Sambas Academic Year 2022-2023:

a. Formulate learning objectives

Designing learning is the teacher's primary and first task by formulating specific learning objectives and learning materials. The task of a teacher is to translate general

learning objectives into specific objectives. These specific objectives are formulated as learning outcome indicators.

b. Establish learning experiences

Learning experience is all the activities of learners in interacting with the learning environment, not just taking notes and memorising, but rather a process of experience. Therefore, the interests, attitudes and learning needs of learners must be taken into consideration when designing and conducting learning.

c. Determining teaching and learning activities

Appropriate teaching and learning activities are basically designed through a group or individual approach. The group approach is learning designed using the classical approach, which is learning when each student learns in a group. Meanwhile, the individual approach is learning when students learn independently through learning materials that are made or designed in such a way that students can learn according to their own pace and abilities.

d. Providing media and tools.

Learning media are everything that can be used as a tool to support implementation efforts in the teaching and learning process that leads to the achievement of learning objectives.

e. Conditioning physical facilities

Physical facilities are what will affect the success of the learning process. Physical facilities include physical rooms, media centres or large classrooms.

f. Preparing a learning evaluation plan

The evaluation activity is a form of assessment carried out by a teacher on students and is also the result of learning that has been carried out. In preparing an evaluation plan for learning outcomes, teachers can create a matrix with columns containing sequence numbers, required information, indicators, respondents, and time.

Application of the reciprocal teaching model to improve students' cognitive abilities at Madrasah Ibtidaiyah Negeri 2 Sambas Academic Year 2022-2023

The implementation activity is a detailed form of the learning process carried out by the teacher in transferring knowledge to students. Application of the reciprocal teaching model to improve students' cognitive abilities at Madrasah Ibtidaiyah Negeri 2 Sambas Academic Year 2022-2023. The reason why teachers choose the reciprocal teaching model is so that students do not get bored in the classroom and it is easier for students to understand mathematics lessons properly and correctly. It has been proven

that the reciprocal teaching method is indeed implemented by Pak Paizal in the learning process. During the learning process, students appear to be very enthusiastic about carrying out the learning process, and many questions are asked by other students to the group that is explaining the material in front of the class. From this process, the students seemed to understand the material being explained.

The obstacle when implementing this learning model is that the students explain the material well, but sometimes some students can be seen explaining the material with an expression as if they were recalling the material they had studied. The researcher saw that this was because the students sometimes lacked focus in front of the class because many of their friends asked them questions.

Evaluation results in the application of the *reciprocal teaching* model to improve students' cognitive abilities at Madrasah Ibtidaiyah Negeri 2 Sambas Academic Year 2022-2023

Evaluation is one of the important components and stages that teachers must go through to determine the effectiveness of learning. The results obtained from the evaluation are feedback for teachers in improving and refining learning programs and activities. The purpose of evaluation is to enable teachers to determine the effectiveness of the learning system they are using in terms of objectives, materials, methods, media, and learning resources.

Evaluation in the application of the *reciprocal teaching* model to improve students' cognitive abilities, where the evaluation of results includes: formative evaluation and summative evaluation. In the formative evaluation is carried out by doing daily tests after the teaching and learning process is carried out, summative evaluation is carried out by providing questions and materials that have been given for 6 months / each semester, reports on the evaluation results are given after carrying out the final tests, the final semester test, improvement and enrichment programs are given for each daily test and final semester test whose scores have not reached the minimum completion criteria.

The Principal of the Madrasah, through the Grade 4 Teacher, provides evaluation planning in the application of the *reciprocal teaching* model to improve students' cognitive abilities, which include: (1) Summative evaluation, carried out every 6 months, namely at the time of the semester exam (2) Formative evaluation, given to each teacher at Madrasah Ibtidaiyah Negeri 2 Sambas after the teaching and learning process and is entirely up to the teacher.

Analysis

The *Reciprocal Teaching* model is a learning model in which students are given the opportunity to study the material first. Then, students explain the material learned to other students. The teacher's role is only to facilitate and guide the learning process, namely by clarifying or explaining material that the students cannot solve independently. Students are grouped into several small groups. The grouping of students is based on the abilities of each student. This is done so that the abilities of each group formed are almost the same. After the groups are formed, they are asked to discuss the *Student Worksheet* they have received. (Aris Shoimin, 2014).

Planning learning is choosing learning experiences that must be carried out by students in accordance with learning objectives. Learning experience is all the activities of students in interacting with the learning environment, not just taking notes and memorising, but rather a process of experience. Therefore, the interests, attitudes and learning needs of students must be taken into consideration in designing and conducting learning. Students must be actively encouraged to carry out certain activities, even if the learning objective is limited to understanding data or facts, as it is not enough for the teacher to just give it to them. However, students are encouraged to search for and find certain facts themselves. (Arianti, 2018).

Learning evaluation is an evaluation of the teaching and learning process. Systemically, learning evaluation is directed at the components of the learning system which include the raw input component, namely the initial behaviour (*entry behaviour*) of students, the instrumental input component, namely the professional ability of teachers or education personnel, the curriculum component (study programmes, methods, media), the *administrative* component (tools, time, funds); the process component is the procedure for implementing learning; the output component is the learning outcome that marks the achievement of learning objectives. Judging from its function, which is to improve the teaching programme, learning evaluation is categorised into formative assessment or formative evaluation, which is an evaluation carried out at the end of the teaching and learning programme to see the level of success of the teaching and learning process itself. (Nana Sudjana, 1991).

CONCLUSION

In planning for teachers to implement the *reciprocal teaching* model to improve students' cognitive abilities, teachers prepare several plans, including: formulating learning objectives first, then determining students' learning experiences, determining teaching and learning activities to be carried out, providing learning media and tools, conditioning physical facilities and drawing up a learning evaluation plan.

In the implementation stage of the *reciprocal teaching* model to improve students' cognitive abilities, teachers carry out learning activities which include: developing students' thoughts, conducting inquiry learning, creating a learning community, presenting models as examples in a learning activity, and then reflecting at the end of the learning session. The learning outcomes assessed are students' knowledge, understanding and application in the classroom during learning. From this assessment, it can be seen that the learning outcomes are that students have been able to achieve complete mastery of the subject.

In the evaluation stage, in the application of the *reciprocal teaching model* to improve students' cognitive abilities, learning evaluations are carried out, including: a) Formative evaluations are carried out on ongoing programs, such as assessing the quality of program implementation and the organizational context, which includes personnel, work procedures, input, and so on. The aim is for the assessment to receive feedback in the form of improvements to the ongoing programme activities. Formative evaluation carried out by teachers in the teaching and learning process; b) Summative evaluation emphasises the effectiveness of programme achievements in the form of specific products. Thus, the results of the summative evaluation can lead to decisions about recommendations to continue or abandon the programme. Summative evaluation is carried out once every 6 months (1 semester).

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