



Application of Window Shopping Learning Model to Increase Student Learning Outcomes in IPS Courses

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Abstract. The purpose of this study was to determine the activities and student learning outcomes in social studies subjects using the window shopping learning model. The type of research is classroom action research with the research subjects being grade VII students at SMP Negeri 2 Madiun in the odd semester of the 2021/2022 academic year. The number of students in class VII B with 26 students. The implementation of the first cycle research with material understanding, characteristics, conditions and factors that affect social interaction. The second cycle with the material forms of social interaction. From the results of the actions taken, it is proven to be able to improve student learning outcomes by achieving the specified classical completeness of 87%. Classical completeness 70% obtained in the first cycle, can be increased in the second cycle to 89%. Data were analyzed qualitatively and quantitatively. Based on the results of the research and discussion, it can be concluded that students' social studies learning outcomes can be improved through the application of the window shopping model to the seventh grade students of SMPN 2 Madiun. This increase can be seen from the acquisition of student activity scores, and the class average value and classical completeness level in each cycle which has increased both in cycle I and cycle II. Therefore, we can conclude that students' social studies learning outcomes can be improved through the application of the window shopping learning model for social interaction materials for 7th grade students of SMPN 2 Madiun in the 2021/2022 academic year.

Keyword: Application of Window Shopping Learning Model to Increase Student Learning Outcomes in IPS Courses

1 Introduction

Improving the quality of education is a process that is carried out dynamically and continuously in order to improve the quality of human resources and various factors related to it, in an effort to achieve educational goals effectively and efficiently. Education quality improvement program is the achievement of national education goals substantively, which is manifested in complete competence in students, including academic competence or intellectual capital, social competence or social capital and moral competence or moral capital [1].

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J. Handhika et al. (Eds.): ICETECH 2022, ASSEHR 745, pp. 32–39, 2023.

https://doi.org/10.2991/978-2-38476-056-5_6

Creativity is needed in the era of globalization. We need knowledge capital. But, that's not enough. There must be elements of productive, creative, innovative and affective. The 2013 curriculum aims "to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization" [2]. The 2013 curriculum is expected to be implemented in 21st century learning. This is to respond to the demands of an increasingly competitive era [3]. The 21st century learning reflects four things, namely critical thinking and problem solving, creativity and innovation, communication, and collaboration [4].

As heirs of a creative nation's culture, students must be equipped with a learning process that provides opportunities to develop their potential to think rationally and academic brilliance by giving meaning to what they see, hear, read, and learn from cultural heritage based on meanings determined by their cultural lens and in accordance with the level of psychological maturity and physical maturity of students. Learning must also position the cultural advantages, studied to create a sense of pride, applied and manifested in personal life, in social interactions in the surrounding community, and in today's national life (Permendikbud Number 54 of 2013).

Teachers in social studies learning should not only transfer knowledge, but what is more important is the transfer of values. Educating is defined more comprehensively, namely efforts to foster students as a whole, both cognitive aspects (intellectual abilities), affective aspects (personal abilities), and psychomotor aspects (social abilities), so that students grow into human beings with personality (Sardiman, 2010: 53)).

Based on data in the field that learning activities in social studies subjects and student learning outcomes are still low at SMP Negeri 1 Madiun in class VII B students. 75. This condition is caused by students being less motivated in participating in the learning process, students paying less attention to the teacher when explaining learning materials, students' understanding of learning materials seem a bit slow, there are still many students who think social studies learning is boring, monotonous, and too much rote memorization. The other factors that influence the low learning outcomes of these students are due to the use, methods or learning models that are not appropriate so that students are less enthusiastic in participating in the learning process.

One solution that the researchers did was to apply a varied learning model so that students feel more interested and easier to understand the material. There are various models of strategies in the process of teaching and learning activities that need to be considered by a teacher in the hope of helping the teacher in carrying out the process of teaching and learning activities better (Wijaya & Fikri, 2019). In this case the author tries to use a model that the author believes can improve student learning outcomes by using a window shopping learning model. The cooperative learning model of window shopping type is a learning model based on group work by doing shopping around looking at the work of other groups to add insight (Wahyu R, 2017). By choosing an appropriate learning method and strategy, this will build and develop student creativity and productivity [5].

Window Shopping is a learning model based on group work by doing shopping around looking at the work of other groups to add in sight [6]. In this learning model, there are activities of students walking around looking at the work of other groups.

However, students who visit do not mean they don't get anything. Students who visit will gain knowledge. If I myself modify the learning model with the term Science Shopping. In the Shopping Science learning model, students not only look at the work of other groups but also record the results of the work to share with their group members. In this learning model students have their respective roles. There are students who are in charge of guarding the stand to present projects/materials. Then the teacher gives the opportunity to other group members to be free to go around to discuss, dig up information or learn from other groups [7]. This makes teaching and learning activities not monotonous so that the learning process is more fun.

The Window Shopping type cooperative learning model is very good to be applied in the learning process because the Window Shopping type cooperative learning model can increase the students' involvement in the learning process more actively. This cooperative learning model of the Window Shopping model shows examples of group learning so as to form active collaborative behavior among fellow students, while also providing opportunities for students to become peer tutors who play a role in explaining the results of their group work to all visitors who observe their work. Furthermore, the Window Shopping type cooperative learning model can be used to measure the level of understanding of students when faced with answering any questions from students who observe their work while also equipping students with the ability to solve existing problems. At first glance, if we observe, the window shopping type cooperative learning model is similar to the Jigsaw cooperative learning model, but Window Shopping emphasizes group work and the division of tasks in each group. And this case will be different from the Jigsaw type cooperative model where students are required to master the material that has been divided and it is also necessary to explain the results of their understanding. Perhaps the kind of similarity with Jigsaw is in the process of new understanding from other groups by walking around and observing other groups working on the same materials and tasks.

Similar research has been conducted [8], the percentage of teacher activity and the percentage of student activity during the learning process using the window shopping model has increased every meeting. Meanwhile, according [9] through the application of the Window Shopping TSTS learning model, it can improve the process and student learning outcomes from poor initial conditions to good final conditions. Similar research conducted by [9]) resulted in a significant increase both in student activity and in the value of learning outcomes. The increase in student activity is indicated by an increase in the number of students who are active in the learning process in each cycle.

2 Method

This type of research is classroom action research so that researchers will take actions that focus on teacher and student activities as well as improving social studies learning abilities. The subjects of this class action research were students of class VII B in the 2021/2022 academic year with a total of 26 people. The reason for choosing class VII B as the research subject is because the class has problems in participating in social studies learning, students lack attention to the impression of underestimating learning so that social studies learning abilities are low, it is proven that the average score in the even

semester exams for the 2020/2021 academic year is still low, namely 70. Research This class action is planned to be implemented in three cycles. Each cycle is completed in 1 meeting, in this research it is planned in two cycles. Each cycle consists of four stages, namely planning, action implementation, observation and evaluation, and reflection at the end of the action [10].

Data collection techniques in this study are test and observation. The observation method is very necessary in most qualitative research with the aim of obtaining information that is close to the reality of the object of a study. According to [11] in this observation, efforts are made to observe the natural and actual conditions without deliberate efforts to influence, regulate, or manipulate it. Thus the observation method is an attempt to collect real, actual and actual data from information sources without any effort to manipulate it. While the test used is a written test. The criteria for student learning completeness individually (individually) are 85 in accordance with the minimum criteria (KKM) for social studies subjects that are determined based on the assessment standards of the Ministry of National Education (2007). Mastery of classical learning is declared to have been achieved if at least 85% of the number of students have met the minimum completeness criteria.

3 Discussion

Cycle I. Research Results

a. Planning

At this stage what will be carried out is the activity of making a learning implementation plan that will be used at the stage of implementing the action.

b. Action Execution

In the action implementation stage, learning activities are carried out in accordance with the learning implementation plan that has been made. In this activity, the researcher carried out the learning process by applying the window shopping learning model for the understanding, characteristics, and requirements of social interaction. This activity was carried out for 3 meetings, with details of 2 meetings for delivering material and 1 meeting for evaluation.

c. Observation and Evaluation

(1) Observation Results

Observation results were obtained from observations made by observers (co-teachers) by filling out observation sheets for teacher activities and student activities to record the course of the learning process. From the results of observations made, it was found that the learning process was not as expected because there were still shortcomings both from the teacher himself and from the students. The shortcomings found in teacher activities are as follows:

- (A) The teacher has not provided motivation, has not conveyed apperception, has not provided guidance, has not conveyed reflection, and has not strengthened the learning process. To students.
- (B) Students can be seen in the activity in following the learning process. Based on the results of observations of student activities, it was found that there were still many

Table 1. Results of Observation of Student Activities in Cycle I

Meeting	Number of visible scores						Σ Activity score	Activity Average	Category
	1	2	3	4	5	6			
first	2,2	2,1	2,3	2,4	2,4	2,3	13,7	2,28	Not enough Active
second	2,5	2,4	2,6	3,9	3,0	2,9	17,3	2,88	Enough Active

students who were not active in discussing and doing the assignments given by the teacher.

For more details, the results of observing student activities in the first cycle of the 1st and 2nd meetings are shown in the Table 1 below:

From the Table 2 above, it can be seen that student learning activities in the first cycle of the first meeting were 2.2 with the less active category and the second meeting was 2.6 with the moderately active category. The level of student activity is relatively low, therefore, student activity in the next cycle still needs to be improved.

2) Evaluation Results

Based on the results of the evaluation in cycle 1, from 26 students it was known that 11 students had completed and 16 were not. For more details on student learning outcomes can be seen in the following Table 2.

From the Table 2 above, it can be seen that the mastery of learning achieved by students is 71% with an average value of 74.5. These results have not reached the classical learning completeness so that learning continues to the next cycle.

3) Reflection

Based on the analysis of the observations in the first cycle, the number of students who completed was still 71%, meaning that it was still below the minimum standard of 85%. These results have not reached the expected results, for that researchers continue to the next cycle. In cycle I there are deficiencies that need to be considered and corrected in cycle II activities including: 1) Providing motivation and apperception that is still lacking makes students a little confused in receiving new material or subject matter by applying window shopping learning, so that in cycle II giving more attention to motivation and apperception. 2) Asking students to be more active in discussing, (not just silently watching their friends work and just chatting with their friends. 3) Asking

Table 2. The results of student learning evaluation in cycle I

Average value	74,5
Number of Completed Students	11
Persentase Ketuntasan Klasikal	71%

students to be more active and asking if they have difficulty or if there are material and discussion questions that have not been understood. 4) Unclear conclusions make students a little confused or unclear with the limits of the material presented by the teacher so that in the second cycle the conclusion is given more attention.

Cycle II Research Results

The learning process in cycle II begins with providing feedback from the evaluation results given. Therefore, before discussing the teacher urges students not to talk, disturb other friends, and so the division of tasks in each group must be clearer so that students can carry out their respective duties well.

a. Planning

At this stage, what will be done is the activity of making a learning implementation plan

b. Action Execution

In the action implementation stage, learning activities are carried out in accordance with the learning implementation plan that has been made. To be able to adjust the learning implementation plan in delivering material, including learning using the window shopping learning model for material forms of social interaction, it was carried out in 3 meetings, of which 2 meetings were for material delivery and 1 meeting was for evaluation.

c. Observation and Evaluation

1) Observation Results

The results of the observations were obtained from the observations made by the observers conducted by the research fellow teachers by filling out the observation sheet for teacher activities and student activities to record the course of the learning process. At the time of learning cycle II, improvements were made, from the analysis of the results of observation of student activities in cycle II, it was found that student activities were classified as active in each meeting.

This can be seen in the table of student activity scores that have increased from the first meeting to the second meeting, as shown in the Table 3 below.

From the Table 3 above, it can be seen that the student activity in the second cycle for the first meeting was 3.6 with the active category and the second meeting was 3.78

Table 3. Results of Observation of Student Activities in Cycle II

Meeting	Number of visible scores						Σ Activity score	Activity Average	Category
	1	2	3	4	5	6			
first	3,5	3,7	3,6	3,6	3,7	3,5	21,16	3,6	Active
second	3,8	3,9	3,7	3,7	3,8	3,8	22,7	3,78	Active

Table 4. Results of student learning evaluation in cycle II

Average value	80
Number of Completed Students	22
Persentase Ketuntasan Klasikal	87.5%

with the active category. Based on the classification of student learning activities, the category of student activities in cycle II is classified as active.

2) Evaluation of Learning Outcomes

Based on the results of the evaluation in the second cycle, from 26 students it was known that 22 students had completed and 4 were not. For more details on student learning outcomes can be seen in the following Table 4.

The evaluation results obtained in the second cycle reached a level of 87.5%. So it can be said that it is complete, for that there is no need for learning to be held in the next cycle with the learning mastery that has been achieved.

3) Reflection

From the results of observations of student activities in cycle II, learning activities have been able to run well, where the results of observations of student activities can be classified as active seen from each learning activity as well as teacher activities are classified as active. From the results of the analysis of the results of the evaluation, there was an increase in the class average and the percentage of classical completeness that had reached/exceeded 85%, meaning that 85% or more students had achieved a test score of KKM or exceeded the specified KKM. Therefore, this research was stopped until the second cycle according to the plan.

This classroom action research was carried out as an effort to improve social studies learning outcomes on Social Interaction material for class VII B students by implementing learning using a window shopping type cooperative learning model at SMPN 2 Madiun in the 2021-2022 academic year. Based on the results of data analysis in each cycle, it appears that the results from cycle I to cycle II have increased. In the implementation of learning and the results of the first cycle of data analysis, for student activities an average value of 2.58 was obtained and student activities in the second cycle obtained an average value of 3.69. Related to the results of the test in cycles I and II, it can be detailed, namely in cycle 1 the lowest score was 55, the highest score was 80 with an average value of 74.5 and the percentage of completion was 71%. While in cycle 2 the lowest score was 68 and the highest score was 95 with an average of 80 with a complete percentage of 87.5%. After seeing the two evaluation results from cycles I and II, the scores that students get have reached a learning mastery level of 87.5% and exceeds the classical learning mastery level of 85%. These results have met the indicators of research achievement, so the research was stopped and declared successful.

4 Conclusion

Based on the results of the research and discussion above, that the motivation and learning outcomes of social studies in class VII B SMP Negeri 2 Madiun can be increased through the application of cooperative learning model type window shopping on social interaction material. This increase can be seen from the acquisition of student activity scores, and the average grade and level of classical completeness in each cycle has increased both in cycle I and cycle II. Based on the results of the research and discussion above, it can be concluded that social studies learning outcomes can be increased through the application of the window shopping learning model.

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