The Application of the Window Shopping Model Can Improve Science Learning Achievement in Class V SDN 20 Gumarang, Agam Regency

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Abstract , the purpose of this study is to prove that the cooperative learning model of the window shopping type is influential , Does using the window shopping type learning model increase learning science in V SDN 20 Gumarang class , Agam Regency? A very important factor for influencing student learning achievement is through the use of suitable models with lessons, thus then student learning achievement increased. This research uses classroom action research through qualitative and quantitative approaches . The way to collect data is observation and the researcher's own teaching experience and discussions with colleagues who act as observers when researchers carry out learning activities . Once the data is obtained then analyzed by means of qualitative and quantitative. As for the research subjects, namely fifth grade students at SD N 20 Gumarang . This research proved that the students ' science learning outcomes increased because of the average value of cycle I, which was 7.5.48 with a percentage of 75% and there was also an increase in cycle II, which was 91.83 with a percentage of 99%. So from these results it can be concluded that the cooperative learning model is a window shopping type used occurs student learning achievement increased in science learning.

Keywords : Window Shopping , Learning Outcomes, Science Learning

How to Cite: Taher, Rahma & Amini, Risda. (2023). The Application of the Window Shopping Model Can Improve Science Learning Achievement in Class V SDN 20 Gumarang, Agam Regency. *Proceeding The 5th International Conference on Elementary Education,* 5(1), 503-509.

INTRODUCTION

Education is a very important factor in human life, with education humans can develop all the competencies they have. Families, schools and communities are educational environments that humans will definitely go through, which is no less important is the involvement of the teacher as a teacher (Mahdavi et al., 2020). Education is fully related to the process of human development and development, namely efforts to foster and develop values for students.

According to Ki Hajar Dewantara, education is a must in a child's life, namely maintaining all of a child's nature, so that humans and society can achieve greater security and happiness. According to Law no. 20 de 2003 Education is a planned effort deliberately to create conditions and learning processes that enable students to actively develop all their potential, so that they are equipped with mental strength, able to master, with regard to personality, intelligence, noble character and the abilities needed. itself, society, nation and state. So education is guidance from adults to children in order to achieve maturity to develop the goal is for children to be able to be independent without the help of others.

The purpose of education is stated in the Republic of Indonesia Law of 2003 "National education functions to develop capabilities and form dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen." The cognitive development stage of fifth grade elementary school students is in the concrete operational stage. Where kids understand functional relationships because they can test a problem. The way of thinking is concrete and not abstract. Children do not understand abstract learning material (Munif, 2012). This is also related to the science learning process, because the

success or failure of a teacher in learning science is greatly influenced by the right model. If the model used by the teacher is right then the learning process will run effectively and fun. (Marta et al., 2020)

Student participation in every learning process is very important. For example, the subject is Natural Sciences (IPA). In learning activities, a model is required in which learning activities prioritize students who are active in each learning activity, so that students are expected to be able to be active and creative in the process of learning activities and able to obtain the desired results. The monotonous learning model does not make students seem excited and even seems that the learning process is not interesting and causes boredom (Zam, 2021). The active role of students can be realized and born using cooperative learning models.

Cooperative learning is in every process of learning activities there is a system of students besides learning but also working in their small groups which have 4 to 5 members. Cooperative learning can also mean as a step in working together in learning with small groups and can be directed by a teacher so that the expected and desired goals can be achieved and fulfilled (Dedy, 2013).

A teacher is expected to be able to design various learning models that match the characteristics of students and can foster students' enthusiasm for learning so that learning processes and outcomes are optimal (Usmeldi et al., 2017), because students are subjects who have the ability to search, process , construct, as well as being able to use knowledge, therefore students must be given the opportunity to provide direct experience with great emphasis in the science learning process with the aim of developing their abilities so that they can explore and understand the natural surroundings scientifically (Amini, Farida & Firman, 2012). This is related to the opinion of Samatowa (2016) who argues that science which studies all or all events that occur in nature can be said to be science.Science learning can be said to be very essential and very important learning because it is very useful in everyday life (Sulistyorini, 2007). Starting from this, in learning science, great opportunities should be given to students to actively create their own knowledge through observation or experiments as well as evidence found in each process of learning activities.

In accordance with the opinions of the experts above, it can be concluded that learning science aims to be able to equip students with knowledge and ways of thinking critically about their environment so that students can find solutions to all the problems they find in their daily environment. Science learning in class V SDN 20 Gumarang is still teacher centered, while students mostly accept or are passive, students accept whatever the teacher directs or gives, teachers tend to only tell students to memorize concepts. IPA so that students do not know how to apply the IPA itself let alone how to perform scientifically. This kind of condition the writer knows from observations of colleagues when the writer conducts learning. As for the problems that the author faces, namely (1) the value of many students is below the teaching and learning process, (2) very few students are active and many do not have enthusiasm in each process of learning activities, (3) students are only listeners to the teacher's explanation when explaining, as a result students are not free to explore the skills and abilities they have in the learning process.

Based on these problems, it is necessary to overcome them by using a more effective learning model so that students are able to find solutions to the problems they encounter, one of the options that can be used in the process of learning activities is to use the Window shopping cooperative learning model. The window shopping model, which is a model that emphasizes working in groups by doing shopping activities or going around observing the work produced by other groups that serves to enrich insight (Wahyuni, Rahma: 2017). Researchers moved to conduct research entitled "Implementation of the Window Shopping Model Can Improve Science Learning Achievement in Class V SDN 20 Gumarang, Agam Regency"

The Window Shopping model is a way to be able to assess and remember what students know, (Sulistyaratih, 2003). Window Shopping is a learning model where students work in groups and then shop around to see the work of other groups so that they can broaden their horizons (Suprabawati, 2020). According to (Warr et al., 2016) Window shopping is There is a

room/virtual window window manager the window manager keeps track of the collection of active windows related to tasks and users can easily switch/shop between different 'rooms' to complete the tasks assigned to them they.

According to Asnawi (2019) the stages in the Window Shopping cooperative learning model include: 1. Grouping students. 2. The teacher provides learning materials/topics. 3. The teacher gives different tasks to each group. 4. Each group gets the opportunity to study the material provided. 5. Students solve problems in groups and work on maps with the help of the teacher. 6. The results of the group's work are displayed on the walls of the Window Shopping trademark class (shops in shopping centers). 7. After the exhibition, each group element has its own role and function, one is responsible for maintaining the store and the other is responsible for visiting other groups. 8. Members who act as traders must be able to explain the material on display to other members of the visiting party. And members who participate as visitors can ask questions and contribute to the work of the groups visited. 9. After the allotted time is up, all group members return to their groups and exchange information. 10. The teacher reviews the work and comments on the work of each group and points out things that need to be improved. 11. The teacher confirms, corrects and provides feedback. 12. The teacher assesses or evaluates. 13. The teacher ends the lesson.

This model can stimulate and stimulate students' memory because if students find something that can be seen / witnessed directly, thus students can carry out learning activities more happily and enthusiastically besides that whatever learning objectives have been arranged and as expected. Related to the above, the purpose of this study is to prove whether the window shopping learning model has an impact on learning outcomes and whether there is an increase in science learning in class V SD N20 Gumarang, Agam Regency.

METHOD

The research method used is Classroom Action Research (CAR), with a qualitative approach. The object studied in this PTK is the activeness of students while participating in the learning process and student learning outcomes after completing each cycle. This research was conducted at SDN 20 Gumarang, Agam District, with 16 students, 10 boys and 6 girls. Researchers as teachers and one observer, namely the principal. The time or length of the research is approximately 2 months starting from the time of planning until the completion of writing a report on the results of this research.

The implementation of this research followed the following flow: first the preparation of lesson plans for science subjects using the window shopping learning model, then the preparation of observation sheets, the preparation of learning performance test questions and the preparation of a schedule for carrying out research activities. Second, action, namely the activity of presenting the lesson plans developed during the learning process in class. Third, observation, namely the activity of observing all student and teacher activities in the learning process. Fourth, reflection, namely the activity of analyzing the process and learning outcomes and proceed with preparing improvement plans for the next cycle. Data from observations of the learning process were analyzed and then interpreted based on the literature review and the teacher's experience. Student learning outcomes are analyzed according to the provisions of mastery learning, namely by comparing the scores obtained by students with the minimum mastery criteria (KKM). In this study, the KKM score was set at 70. A student is said to have completed his studies if he gets a score of 70 or more. Classical learning is mastered if the number of students who achieve KKM is 70. At least 85% of the KKM score. the total number of students in the class. The results of classroom action research must ultimately respond to the formulation of the problem and draw conclusions from the research that has been conducted.

RESULTS AND DISCUSSION

The learning process is a process of self-change that is expressed through new behavior, through experience and practice. (Gloria, 2022), even though science is a science that studies all events in the universe through observation, through experimentation, and requires an attitude

of curiosity, openness, honesty, etc. (Humans & Animals, n.d.) learning which is a combination of learning. two activities, namely teaching activities and learning activities. Educational activities about the teacher's role in trying to establish good communication between teachers and students (Gloria, 2022). so the science learning process is a process of personal change that is open and includes honest curiosity through active teaching activities that take place between teachers and students

Window shopping is a learning model that works in groups with knowledge acquisition activities. (Zam, 2021), however, according to (Humans & Animals, n.d.) Window Shop is a group work-based learning model, observing the work of other groups to give students new experiences with the development of their work. Another opinion says that Windows Shopping is a learning model that is active and sees the results of other groups' work to increase knowledge or exchange ideas (Mumpuni et al., 2020) Windows shopping consists of the word shop windows which means shop window and shopping which means shopping, learning model this includes cooperative learning by creating activities of seeing and understanding one's mind and vice versa. (Prasetyo, 2021)

It was concluded that window shopping is the purchase of knowledge, in this learning process students not only see the results of other groups' work, but students also record the results of their groups. to be able to share the results of group work with group members, other groups also do the same thing, so each member who visits also buys information for souvenirs – from other group members, especially for members who have the job of "running a shop".

Next is window shopping activity. Topics are presented in such a way that students have the freedom to visit topics offered by other groups. This learning method is very interesting. When you learn this model, in addition to working in groups, you will also activate the energy between them. This learning model can be used to determine the level of understanding of students and also provide exercises to solve problems.

Earning steps using the window shopping model according to Zaenal Mustopa, Muhammad (2020), are as follows: (1) students are grouped with 4 to 5 members each; (2) Cardboard is distributed to each group; (3) learning themes are determined; (4) In the groups that have been formed, they discuss the themes that have been obtained by group members; (5) In groups they make learning outcomes in the form of a list on paper; (6) each group displays the results of their group's work; (7) Each group representative visits at once to observe the work of other groups on a tour; (8) one of the representatives of group members tries to provide an explanation of the questions of other group members. So regarding activities like this it is very important to divide the tasks in their respective groups, that is, there are members who are assigned to look after their work and are able to provide explanations about its contents to visitors (other group members) and there are also assigned to go around to find information in other group galleries.

Description of Research Results Data

The results of the research data analyzed include data on student activities in the learning process and test data on learning outcomes.

1. Learning activity data

Based on the results of observing activities in the learning process, data is obtained in the following table 1.

Table 1. Learning Activity Data

Total Students	Cycle 1		Cycle 2	
	amount	%	amount	%
Entirely	16	100	16	100
Active	10	62	15	93

If the learning activity data is presented in the form of images, it will look like the graph below

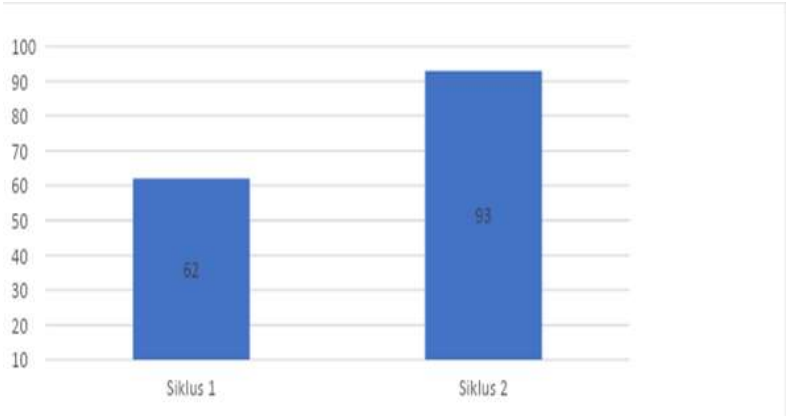

Figure 1. Graph Of Learning Activities

2. Learning Outcome Data

Based on the learning outcomes test conducted at the end of each cycle, data is obtained as shown in the table below

Table 2. Learning Outcome Data

total students	**Cycle 1**		**Cycle 2**	
	amount	%	amount	%
Entirely	16	100	16	100
Number Of Students Who Completed	12	75	16	100

If the learning outcomes data is presented in the form of images, it will look like the graph below

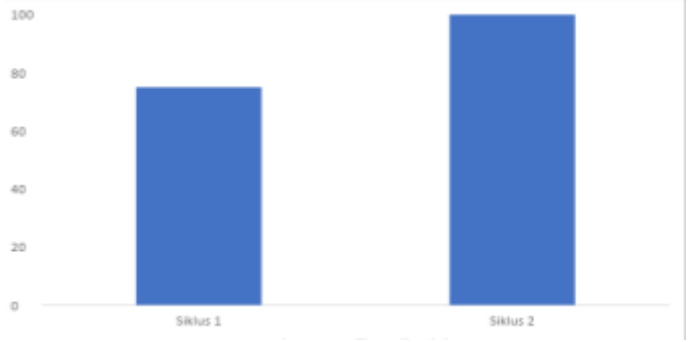

Figure 2. Graph of Learning Outcomes

From the survey data that has been described, it can be seen that there is an increase in student activity and the value of their learning outcomes. An increase in student activity is indicated by an increase in the number of students who are active in the learning process in each cycle. Meanwhile, an increase in student learning outcomes is defined as an increase in the number of students who succeed in obtaining a score greater than or equal to 70, namely the fulfillment of the minimum completeness criteria.

From Table 1 above it can be seen that the number of students who were actively involved in the learning process increased from cycle I to cycle II, from 10 (62%) students in cycle I to 15 (93%) students in cycle II. That is, there was an increase of 5 students (31%). In addition, by paying attention to student learning outcomes in each cycle also increased. Based

on the data in Table 2, the number of students who succeeded in achieving the KKM in cycle I = 12 (75%) students and in cycle II = 16 (100%) students. That is, there was an increase of 4 (25%) students.

If seen from the number of students whose learning outcomes are able to reach the KKM, namely. 16 students or 100% students. Thus, student learning outcomes have achieved classical learning mastery. In conclusion, the learning outcomes of students learning science with the window shopping model have increased. This may be because storefront collaborative learning models can increase engagement, especially through various collaborative service scenarios using storefronts. With a high level of student participation, it affects the learning outcomes of fifth grade students at SD N 20 Gumarang

CONCLUSIONS

Based on the discussion of the results of this study, the following conclusions can be drawn: First, learning science with the window shopping model can improve the learning process and learning outcomes for fifth grade students at SDN 20 Gumarang. Second, an increase in the student learning process is indicated by an increase in the number of students who play an active role in the teaching and learning process. Third, there is an increase in student learning outcomes along with an increase in the number of students who can fulfill the KKM (Minimum Qualification Criteria). And after the final cycle, student learning outcomes have reached classical completeness. Based on the previous conclusions, several recommendations have been made, namely: first, for science teachers. It is recommended to be able to use the windows shopping learning model to carry out learning in each class, making adjustments as needed.

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