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Implementation of the Regita Model to Improve Learning Activities of Fifth-Grade Elementary School Students

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ABSTRACT: The target of the research implemented is to describe teacher activities, student activities and learning outcomes on the theme of events in the life of social studies through the REGITA model. The research was CAR type and the subject of the fifth-grade students of SD Alalak Selatan 2 Banjarmasin in 2019/2020 was 34 students. The research instrument was in the form of an observation sheet of teacher and student activities. Based on the implementation of the results of this research, it can be concluded that the REGITA model is able to increase the activities of teachers, students and student learning outcomes. Therefore, the hypothesis can be accepted.

KEYWORDS: Activities, The Theme of Events in Life, REGITA Model.

INTRODUCTION

Currently, Indonesia is in the era of the industrial revolution 4.0, where technology is fundamental to life today. Technology highly impacts all sectors, including education. The use of technology can process students' learning anytime and anywhere (Darmawan, 2018).

In the era 4.0, there are big challenges that must be carried out by teachers in making learning using technology without removing the goal of education. It is developing students' potential.

The state of human resources can be used as a parameter in determining the success and setbacks of a country. Improving the quality of human resources is urgently needed to be implemented immediately to face the era of regional and universal competition (Z. A. Fauzi & Ihsan, 2022). Thus, experts in education continue to make breakthroughs to improve education. The teacher is one element whose has the most important task, has the responsibility in carrying out the duty, and solving all problems that arise. The teacher is a very decisive element for the implementation of the course of learning in the classroom as a significant part of an educational success (Susanto, 2013).

According to Boyen and Crippen, as cited in (A R Agusta, Setyosari, & Sa'dijah, 2018), education is expected to create a generation that can compete in the 21st century, namely the ability to work together and think critically, be creative, and communicate.

To form generations who have the creative, critical thinking, cooperative and communicative abilities, The Indonesian Ministry of Education and Culture implements K13, which expected can build a generation that can compete in the 21st century. K13, in its learning, applies a scientific approach that can improve scientific thinking skills and student learning activities. Learning in K 13 is sequential learning, but not with learning mathematics.

Based on Minister of Education and Culture Regulation number 24 of year 2016 referring to the objectives of the social studies learning curriculum, it is expected that social studies learning activities in elementary schools that introduce students to concepts that exist in the surroundings and community that guides students to think critically and logically. It is to find ongoing social problems and find solutions that lead to the realization of insight and commitment to social and human values that will be used as provisions for interacting in the community. Social Studies Learning History learning about National events around the Proclamation of Indonesia also creates good communication between students and teachers, maximizing student activities in learning and can develop student creativity.

The fact at SDN Alalak Selatan 2 Banjarmasin proves that the implementation of K13 has not been fully implemented. It causes students not to have a scientific attitude and not active when learning. These problems cannot be left alone without improvement in learning activities. Thus, having an impact on the continuation of learning and causing student achievement to decline.

So that this problem does not have an extensive effect, the researchers innovate problem-solving methods by using the REGITA (CORE, Group Investigation, and Teams Games Tournament) model in learning the theme of Events in Life in Social Science content.

The CORE (Connecting, Organizing, Reflecting, Extending) learning model is a model that prioritizes students' skills to think critically about the data they have obtained. This learning step is a learning process that provides a place to express opinions, find solutions, and build their expertise through relationships with their environment (Ningrum, Mahfud, & Istiyati, 2018).

The Group Investigation (GI) learning model is student-focused, and the teacher is the provider. It makes learning meaningful. This model is one way of choice because it has many advantages, including making students active, increasing students' self-confidence, and learning to solve problems (Shoimin, 2014).

The Teams Games Tournament (TGT) is a model that is capable of growing all active students regardless of their quality, utilizing students who have more abilities to become peer mentors accompanied by the provision of games and reinforcement (Mulyatiningsih, 2013). This model can make all students dominant in education, not only clever students. The TGT model can make the educational situation more reassuring and encouraging. Another advantage can grow students' skills in being responsible and practicing working together. The game will also make students more motivated and enthusiastic about learning, because at the end of the game, prizes will be given to the group that managed to win.

Based on the explanation above, the researcher conducted a study entitled "Implementation of the REGITA Model (CORE, Group Investigation, and Teams Games Tournament) to Improve Learning Activities of Fifth-Grade Elementary School Students."

This study has the research objective of how the teacher's activities and whether there is an increase in student activity and learning outcomes on the theme of 7 social studies content in fifth-grade of SDN Alalak Selatan 2 Banjarmasin using the REGITA model.

This study aims to describe the activities of teachers, students, and learning outcomes on the theme of 7 social studies content in fifth-grade of SDN Alalak Selatan 2 Banjarmasin using the REGITA model.

(Arlinda, Noorhapizah, & Agusta, 2019), using the group investigation (GI) model, was able to increase the activities of teachers, students, and learning outcomes. Research (Aslamiah & Agusta, 2015) (Suhaimi & Alia Putri, 2019) (Darmiyati & Fahrisa, 2019) achieved excellent results, active teacher and student activities, and learning outcomes reached the indicators set by each researcher.

METHOD

Research. This research aims to improve and enhance the implementation of learning activities (Suriansyah, 2013). The implementation of CAR consists of 4 steps of planning, acting, observing, and reflecting (Arikunto, Suhardjono, & Supardip, 2014). The first step is planning that consists of observing and asking questions to find problems, designing and determining the solution, designing research instruments and preparing learning tools, and determining the observer. The second step is acting using the REGITA model. The third step is observing is carried out to find the results of the activities of teachers, students and learning outcomes in the learning process. The last step is reflecting. The researcher finds deficiencies in the learning process, then corrects these deficiencies.

The research was conducted in the fifth grade of SDN Alalak Selatan 2 in the even semester of 2019/2020 with 34 students. The researchers serve as teachers or implementers of action, collect and interpret data, and report the research.

Data for observation was obtained by observing the learning process through research instruments in the form of observation sheets for teacher and student activities. The instrument comes from the combined steps of the REGITA model (CORE, Group Investigation, and Teams Games Tournament) proposed by (Ningrum et al., 2018) and (Shoimin, 2014).

Teacher activities in learning activities are assessed through teacher activity observation sheets which consist of 11 aspects as follows: (1) conveying material according to objectives; (2) linking old concepts to new concepts; (3) guiding understanding the material; (4) dividing students into groups; (5) inviting the group leader (6) guiding in the group; (7) guiding students in presentations; (8) holding games; (9) holding a tournament; (10) concluding the learning; (11) conducting an evaluation.

Student activities in learning activities are assessed through student activity observation sheets which consist of 5 aspects as follows: (1) organizing ideas; (2) forming groups; (3) conducting discussions; (5) working together to answer questions; (5) answering the evaluation.

Analysis of quantitative data is that teacher and student activities are analyzed using the calculation of the observations obtained by observing teachers and students in teaching and learning activities. The assessment is carried out as long as the learning activities using the REGITA model. The scores obtained will be presented to see changes in each meeting.

Changes in teacher activities are said to be successful if they get a score of 35-44 in the "Excellent" category. Changes in student activities are said to be successful if they get a score of 16-20, and classically the percentage is 78% with the "Very Active" category. Learning outcomes if they reach 80% of students get a value of 70 classically.

RESULT

This CAR consists of 4 meetings using the REGITA model in learning. It is found that some data from the results of the completion refer to the formulation of the problem. The findings are then analyzed descriptively. The following is an analysis of the findings of the CAR observations.

Tabel 1. Rekapitulasi Hasil Pengamatan Aktivitas Guru

Pertemuan	Skor	Kriteria
1	27	Baik
2	34	Baik
3	40	Sangat Baik
4	44	Sangat Baik

The results of the observation table 1 show the teacher's activities have also changed. At the first meeting the teacher's activities scored 27 and only got good categories. This result has not been maximized because there are still many aspects of the observation assessment that have not been carried out properly. It is because teachers still have difficulty in guiding students during the learning process. At the next

meeting, it got an increase after doing reflection or improvement, so it got a score of 34 in the good category. At the third meeting, it got a score of 40 in the excellent category and has reached the indicator of success. Then the fourth meeting obtained a score of 44, again experiencing an increase in the excellent category. The teacher has carried out the learning, and all aspects of the assessment have been carried out very well.

Tabel 2. Rekapitulasi Hasil Pengamatan Aktivitas Siswa

Pertemuan	Persentase Skor	Kriteria
1	32,35%	Tidak Aktif
2	55,88%	Kurang Aktif
3	76,47%	Aktif
4	94,11%	Sangat Aktif

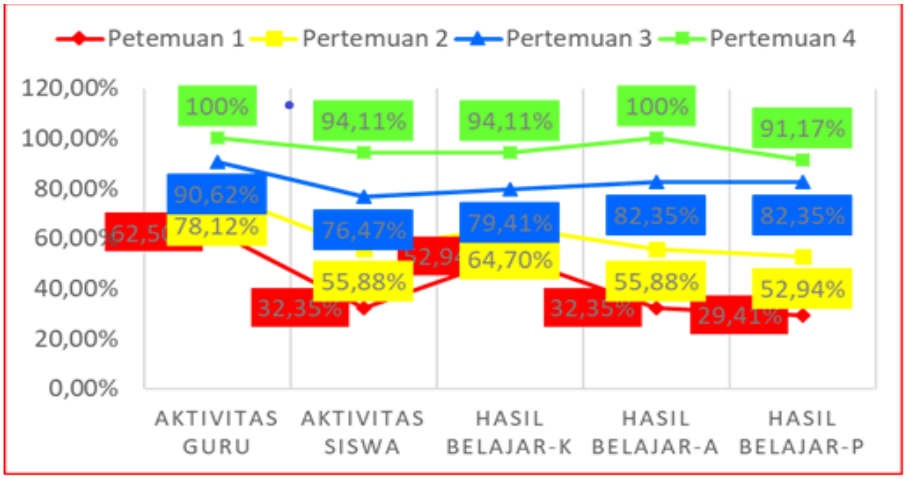
Table 2 shows the results of observations on student activities that increase the classical percentage in each meeting gradually. In the first implementation, students get a percentage of 32.35%, and it is categorized as inactive. This result is still very far from what expectation. It happened because in the implementation, there were still many aspects that had not been implemented properly because students still unfamiliar with the REGITA model used, which makes students confused in learning. At the next meeting, after the teacher made reflections and improvements, the activity of students participating in learning began to increase. The second implementation rose to 55.88% with the less active category. At the third meeting, it changed again to 76.47% with the active category. At the fourth meeting, it succeeded in achieving the overall completeness set with a percentage of 94.11% with the very active category.

Tabel 3. Rekapitulasi Hasil Belajar Siswa

Pertemuan	Ketuntasan Hasil Belajar Siswa
1	52,94%
2	64,70%
3	79,41%
4	94,11%

For the assessment of knowledge (cognitive), the first implementation obtained classical completeness of 52.94%. The second implementation changed to 64.70%, the third implementation 79.41% and the fourth implementation got 94.11% which had a value of 70. For the first attitude (affective) learning outcomes classically with a percentage of 32.35%, it increased in the second implementation to 55.88%. The third implementation continued to increase by 82.35%, and in the fourth implementation it became 100%. Assessment of skills (psychomotor) at the first meeting got 29.41%, the second meeting 52.94%, the third meeting 82.35% and continued to experience changes at the fourth meeting to 91.11%.

Based on the research data above, there is a tendency for changes in teacher activities, student activities and learning outcomes in each implementation. The increase in each of these aspects affects the increase that occurs in other factors. Here's a trend chart:



Gambar 1. Kecenderungan Peningkatan Aktivitas Guru, Aktivitas dan Hasil Belajar Siswa

Based on Figure 1, there is an increasing trend in all aspects of teacher activities, student activities, and learning outcomes. In the graph of the trend seen from each meeting, student learning activities are increasingly changing along with the increase in teacher activities, so that students become more active and impact on increasing learning outcomes and achieving the desired results.

Based on these results, the hypothesis "If the REGITA model (CORE, Group Investigation and Teams Games Tournament) is used in learning the theme 7 Events in Life, Social Science content in fifth-grade of SDN Alalak Selatan 2 Banjarmasin, then student activity and learning outcomes will increase" can be accepted. Therefore, this research is considered successful.

DISCUSSION

The use of the REGITA model in learning is able to provide changes to teacher activities in every implementation because of improvements made by teachers through reflection at the end of each action that is useful for overcoming deficiencies in previous learning. It proves that if the teacher in learning activities makes quality learning, it will impact on success in learning (Hamalik, 2013).

Improving teacher teaching techniques will affect learning activities and learning outcomes. According to (Suriasnyah & Aslamiah, 2018) , teacher work and student learning outcomes can be influenced by the comfort of the teacher's work. The same thing was stated by (Suriansyah, Aslmaiah, Sulaiman, & Noorhafizah, 2014) that teachers not only function as models but also as learning handlers. Therefore, the learning process that is said to be successful is determined by the teacher's ability to regulate learning.

Quality learning is the result of increasing teacher activities in carrying out the teaching and learning process, which is influenced by accuracy in choosing and determining strategies and models that are in accordance with the material to be taught (Noorhapizah, Nur'alim, Riandy Agusta, & Fauzi, 2019). (Suriansyah, Aslamiah, Sulaiman, & Noorhafizah, 2014) also stated that one of the significant elements in the implementation of learning strategies is the teacher. The teacher's skill in using learning models and strategies impact on students being more provoked in following the learning process, and with the support of using interesting media and learning resources and making it easier for students to understand the material.

In making learning fun for students, teachers must be able to create learning activities that can increase students' love for learning material. Creating a learning process that adds to the students' interest can use a meaningful learning model, creating active learning for students.

With this, researchers choose and use a scientific approach and cooperative learning model that can improve students' critical thinking and problem solving (Kurniasih, 2014);(Berlin, 2014). The teacher's cooperative learning model has the task of being a facilitator or liaison of understanding. The researcher uses the REGITA model, which is a combination of the CORE cooperative learning model, Group Investigation, and Teams Games Tournament.

The increase in teaching activities in providing learning impact on increasing student activities in each meeting which also affects learning outcomes. It is because the teacher in carrying out learning on the Theme of Events in the Life contains the Social Science content by applying the REGITA model appropriately. It is because the teacher can condition the class to continue to be happy, make students understand the material, and be directly involved in the learning process. These models also can improve students' ability to interact and make the teaching and learning process more effective. In addition, this model can also improve critical thinking and problem-solving skills for students.

From the explanation above, it can be concluded that the teacher is one of the significant elements that influence the achievement of a learning using the determination of strategies and good classroom management.

Research (F. Jannah & Fahlevi, 2018) (Arlinda et al., 2019) (H. Jannah & Amberansyah, 2019) applying the group investigation model was able to get an excellent category in teacher activities. Research (Aslamiah & Agusta, 2015) (Darmiyati & Fahrisa, 2019) (Suhaimi & Alia Putri, 2019) achieved excellent results.

In the 2013 curriculum, active student involvement is the most emphasized thing. It is in line with the opinion (Kunandar, 2010) explaining the need for student involvement in attitudes, thoughts, attention, and activities in teaching and learning activities carried out to support learning success.

The most significant thing in a learning process is a student activity. Without activity, it will not run optimally. Because it is significant for the continuity of teaching and learning activities, the researcher uses the REGITA cooperative model. Learning using the REGITA model can activate students in the learning process gradually. The CORE, Group Investigation, and Teams Games Tournament models are types of learning models that are based on student activities.

Research states that learning steps that accommodate information-sharing activities can increase student activities orally(Pratiwi & Sofiawati, 2018). Another study (Akhmad Riandy Agusta & Noorhapizah, 2018) explained that the teaching and learning process in sharing information could be designed using cooperative learning, thereby strengthening cooperation which affect student skills in the future.

The achievement of using innovative models is also seen in research (A R Agusta et al., 2018) which states that increasing students' creativity and cooperation. It can be done by including problem-solving in cooperative learning. Another research by (A. F. Fauzi & H, 2018) describes a combination of cooperative learning models that can increase students' creativity which affect on improving problem-solving skills.

The application of the REGITA model in learning is proven can change student learning activities. It happens because in every meeting, the teacher always reflects on the activities. Through reflection results, it will be corrected at the next meeting. Changes in student activities go hand in hand with increasing teacher activities in each meeting. The CORE (Connecting, Organizing, Reflecting, Extending) learning model is a learning model that emphasizes students' ability to think critically about the information they have obtained. This learning stage is a learning process that provides space to express opinions, find solutions, and build their own knowledge through relationships with their environment (Ningrum et al., 2018).

According to (Budiyanto, 2016), the CORE model is a learning model that emphasizes students can think critically through constructing their knowledge by connecting and organizing new knowledge with old knowledge. Then, students will try to rethink the concept being studied or reflect, and it is hoped that students can expand their knowledge during learning.

The Group Investigation model is a learning model that is intended to build an attitude of responsibility and work together in groups, respect the opinions of members, and become proficient in expressing opinions (Aqib, 2014). This model is one way that can be chosen because it has many advantages, including making students active, increasing students' self-confidence and learning problem solving (Shoimin, 2014). It is in line with research (Pratiwi, 2018), (Pratiwi & Sofiawati, 2018), which states that the group investigation model can direct students to be creative in building problem-solving cooperation, have a mutual cooperation attitude, and foster independence.

Then, the Teams Games Tournament (TGT) is complementary model to the two previous models. Explains that the Teams Games Tournament (TGT) is a competition in the form of an academic tournament that uses quizzes in a scoring system, where students from group representatives with the same ability meet in a competition to win scores. (Aslamiah & Agusta, 2015) said that by using the TGT model, the learning process, which was initially only in the form of material transfer or the discovery of new things, would be more imprinted with the existence of a game in the form of an intelligence competition tournament against the material that has been studied.

Based on the three combinations of learning models, the researchers succeeded in students' problem-solving abilities and critical thinking skills, were trained in digging information, focused on learning and establishing social relationships and cooperation with other students and teachers. It is also with the gift-giving an impact on the enthusiasm and enthusiasm of students in learning. This increasing student activity can impact on student learning outcomes which also continue to increase (Z. A. Fauzi, 2020).

(Arlinda et al., 2019) (F. Jannah & Fahlevi, 2018) (H. Jannah & Amberansyah, 2019) applying the group investigation model was able to get a very active category in student activities. Research (Aslamiah & Agusta, 2015) (Darmiyati & Fahrisa, 2019) (Suhaimi & Alia Putri, 2019) achieved very active results for student activities and achieved the indicators set by each researcher.

The learning outcomes of applying the REGITA model in fifth-grade of SDN Alalak Selatan 2 Banjarmasin have achieved completeness both individually and classically. It shows that the teacher's selection of strategies and models can determine the success of the learning outcomes be obtained.

One of the keys to the success of teachers in improving student learning outcomes is to establish good relationships between teachers and students. As stated by (Djamrah & Zain, 2018) describes, the general pattern that describes teaching and learning activities is the relationship between teachers and students and learning materials as a liaison between the two things.

Changes in student learning outcomes cannot be separated from the role of the teacher, who provides information that will provide an overview of the material to be studied by students so that students have parameters for achieving learning objectives. When students have an overview of the subject matter, the teacher guides students to find certain concepts from the description. Thus, distribution of student understanding is wider by asking questions between students and teachers.

In addition, the combined use of the REGITA model is effective in triggering deeper student involvement in the learning process because the model used can be said to include various attractions that are appropriate to the developmental level of elementary school children. It also triggers a link between motivation and student learning outcomes. The higher the student's motivation to get something, the higher the results to be achieved. Students are motivated by various activities so as to create a spirit of learning that has an impact on student learning outcomes which have increased in each meeting to achieve indicators of success in each aspect of the assessment, namely 80% of students achieving scores above the minimum completeness criteria set, namely 70.

What has been explained above shows that there has been a change in learning outcomes in every aspect of the 7 Events in Life theme for Social Science content using the REGITA (CORE, Group Investigation, and Teams Games Tournament) model. From the first meeting to the fourth meeting, there is always an increase, and it can't be separated from the activities of teachers and students' activities at each meeting, who always make improvements so that it affects student learning outcomes in all aspects.

Research (Arlinda et al., 2019) (F. Jannah & Fahlevi, 2018) (Maulana, Fauzi, & Asniwati, 2019) (H. Jannah & Amberansyah, 2019) applying the group investigation model was able to increase student learning outcomes by achieving the set indicators. Research (Aslamiah & Agusta, 2015) (Darmiyati & Fahrisa, 2019) (Suhaimi & Alia Putri, 2019) achieved an increase in learning outcomes and achieved the indicators set by each researcher.

CONCLUSIONS

Based on the explanation, the researchers concluded that the implementation of the REGITA model in class V SDN Alalak Selatan 2 Banjarmasin, namely teacher activities, student activities, and learning outcomes increased significantly and had reached the maximum score on all the variables studied.

The researchers suggest that the results will be use (1) as input and consideration for teachers in determining innovative learning models to improve the implementation of learning in the classroom; (2) as input for students to increase active participation in learning and improve cooperation between groups; (3) as an alternative for school principals to be used as input and direction in fostering teachers to use varied models; (4) as reference to further researchers so that the findings can be implemented and developed for educational objectives.

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