

## The influence of active knowledge sharing strategies on fifth-grade students' social studies learning outcomes

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### ABSTRACT

This study aims to determine the effect of using active knowledge-sharing learning strategies. The research location is one of the elementary schools in Bekasi, to be precise at the fifth-grade level during semester 2 of the 2021/2022 academic year, especially in social studies subjects. While the research method used is a quantitative research method with a Quasi-Experimental Design research design. The type of sample used was Saturated Sampling with a total of 70 participants divide into 2 class which is 35 at experimental class and 35 in a control class, with 30 questions given to participants. From the results of the calculation of the t test in the study, it obtained a value of t count = 5.8970  $\geq$  t table 1.999 which stated that there was a significant effect of learning using the Active Knowledge Sharing learning strategy on social subject learning outcomes in one of the elementary schools in Bekasi. The Active Knowledge Sharing learning strategy applied by teaching staff to their students can increase the level of creativity and courage of a student so that students can learn effectively and have fun, especially in this study the subjects taken were social subjects.

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## INTRODUCTION

Education in human life is something that cannot be separated and interrelated. The educational process is the activity of managing all parts of education by educators towards students with the direction of achieving the horizon of educational expectations. From several educational goals, optimizing the teaching and learning process is the main goal (Suharno et al., 2020).

In several facts that are often encountered in the teaching and learning process, teachers often face obstacles when starting to deliver teaching materials to students (Khasawneh, 2022). One of these obstacles is caused by the teacher when delivering teaching material using

conventional approaches or strategies which are still in the form of a paradigm where the teacher is a source of learning which ultimately causes students to get bored quickly (Sumadi et al., 2022). Based on the facts in the field, IPS (Social Sciences) subjects are still classified as subjects that do not achieve the minimum completeness criterion (MCC) that has been determined by the IPS subject school, which is 75. Social Studies subjects are still classified as difficult, as evidenced by the Mid Semester Assessment (PTS) Odds for 2021/2022 only 43% or 15 people can complete their learning outcomes in accordance with the Minimum Completeness Criteria (MCC), 57% or 20 people have not been able to complete reaching the MCC.

Social studies learning is expected to emphasize a good understanding of the material, because the purpose of social studies learning is to shape students to be more critical of problems, as well as reach a subject (Syawaluddin et al., 2020). In social studies learning, students are formed to understand something, analyze and re-express it in their own language, see the real relationship between the parts and summarize what they have analyzed and learned. In addition, social studies learning is expected to foster a social sense for students through creativity in learning, critical and creative thinking, courage to express opinions. Teachers can determine appropriate learning strategies to use in optimizing social studies learning (Fajrianti & Meilana, 2022). Learning strategies can refer to the conditions of students in the field and are expected to be a solution in dealing with scientific developments.

Learning strategy Active knowledge sharing is a strategy that involves students actively, which in the learning process provides opportunities for students to express ideas about problems given by the teacher and find appropriate and clear answers. In this case students are also required to cooperate with other fellow students, students are trained to think critically about existing problems, which may arise in everyday life (Matona, 2021).

Based on the reasons above, it encouraged researchers to conduct research with the research title "The Effect of Active Knowledge Sharing Strategies on Social Studies Learning Outcomes in one of elementary school at Bekasi"

## **LITERATURE REVIEW**

### **Nature of Learning**

According to Suarim (2021) suggests that learning is a process characterized by changes in one's individual self. Changes as a result of the learning process can be shown in various forms such as changes, understanding, knowledge, attitudes and behavior, habits and changes in other aspects that exist in individuals who learn.

According to Djononiarjo (2019) put forward the notion of learning as a business process carried out by individuals to obtain a new change in behavior as a whole as a result of the individual's own experience in interacting with his environment.

From some of the opinions above we can conclude, learning is a process of change and development that occurs in humans that are both changes in understanding, knowledge, skills and attitudes that can be seen from behavior which is the result of experience and training in behavior that is different from before and after doing learning activities.

### **Learning Outcomes**

In an activity the learning and teaching process is a process carried out to get a result. As in the case of learning is a process to have learning outcomes in the form of values (Wahono et al., 2020). According to Shi et al (2019), learning outcomes are the abilities that students have after they receive their learning experience.

Based on the opinion above, it can be concluded that learning outcomes can change all aspects that exist within a person. Learning outcomes also have several factors that are interrelated with one another directly or indirectly in terms of achieving learning objectives.

### **Social studies**

According to Yuanta (2019) Social Study is a school subject that is designed on the basis of phenomena, problems and social reality with an interdisciplinary approach that involves various branches of social sciences and humanities such as citizenship, history, geography, economics, sociology, anthropology, and education. Social Studies learning must be taught from an early age because it prepares a person to become a good citizen, comply with regulations, and have a good social life.

According to Sudrajat et al (2021) Social Study is a science that examines various social and humanities disciplines as well as basic human activities that are scientifically packaged in order to provide insight and in-depth understanding to students, especially at the elementary and secondary levels.

Based on some of these opinions, it can be concluded that Social Study is a science that studies, examines, analyzes phenomena or problems related to social issues with an interdisciplinary approach from various branches of social science (sociology, history, economics, politics, law, and culture).

### **Active knowledge sharing**

Active Knowledge Sharing is a strategy that emphasizes students sharing and helping each other in solving the questions given (Akosile & Olatokun, 2020). Or in other words, when there are students who are unable to answer questions or have difficulty answering, then other students who are able to answer questions can help their friends to complete the questions given (Al-Kurdi et al., 2020).

As explained above, the Active Knowledge Sharing learning strategy is an active learning strategy that makes students enjoy participating in learning, the learning atmosphere becomes more lively (active). Learning is done by exchanging knowledge so that it can help students answer questions more confidently.

### **METHOD**

In this study, the method used was research with a *quasi-experimental approach (quasi experimental design)* (Winanda et al., 2020). The analysis was carried out by researchers of the influence that arises or occurs on free variables and bound variables reviewed the disparity of student learning outcomes between classes that use *Active Knowledge Sharing* learning strategies as an experimental class and control classes that use ordinary strategies. Evidence collected relating to the hypothesis proposed is included in the assessment or research activities planned and carried out by the researcher.

The subjects of this study were the fifth-grade students of an Elementary School at Bekasi, totaling 70 students who were divided into 2 groups, namely the experimental group and the control group. The instruments used in this study were social studies learning outcomes tests developed by researchers and observations in learning conducted by researchers. To measure the student learning outcomes researcher comparing of previous student learning outcomes and the new student learning outcomes after active knowledge sharing strategy has been implemented.

The data obtained from social studies learning outcomes tests and observations were analyzed using the t-test with the help of the SPSS program. Furthermore, the results of data analysis were processed and compared to determine the effect of using an active knowledge sharing strategy on social studies learning outcomes for fifth grade students of Elementary school at Bekasi. **Table 1.** Research Design

Group	Treatment	Posttest
$E_1$	$X_1$	$T_1$
$E_2$	$X_2$	$T_2$

Information:

$E_1$ : Classes that use *the Active Knowledge Sharing* strategy

$E_2$ : Classes that use Conventional strategies

$X_1$ : Implementation of *Active Knowledge Sharing* Strategy

$X_2$ : Implementation of Conventional strategies

$T_1$ : Posttest *Active Knowledge Sharing* strategy

$T_2$ : Posttest Conventional strategy

In this study, it used an objective test in the form of multiple choices totaling 30 questions with 4 answer choices in the form of A (Excellent), B (Good), C (Enough), and D (Deficient). If all is true then the total overall score gets a perfect score of 100. The material tested is the material of objects found around us. where each question has indicators that have been set, questions 1-10 are questions related to learning methods, questions 11-20 are questions related to active sharing of knowledge and questions 21-30 are questions related to learning outcomes there are two hypotheses in this study where:

$H_0$  : There is no effect of using the Active Knowledge Sharing strategy on social studies learning outcomes for fifth grade students at SDN Jatiuntung VI Bekasi.

$H_1$  : There is an effect of using the Active Knowledge Sharing strategy on social studies learning outcomes for fifth grade students at SDN Jatiuntung

## RESULTS

The result of this research shown that the implementation of active knowledge strategy give a significantly impact to the learning out comes of Social Studies, before the active sharing strategy implemented the average score of Minimum Completeness Criteria (MMC) the student on Social Study Subject around 69,02 in experiment class and 60,73 in control class, But after the active sharing knowledge strategy implemented the average score of Minimum Completeness Criteria (MMC) of a student are around 89,5 in experiment class and 76,71 in a control class.

To see how the active sharing strategy have a significant impact to learning outcomes of a student we can see in table 2.

**Table 2.** T-Test Calculation Results

Number of Samples	Dk	T Count	T table	Decision
$n_x = 35$	$dk_x = 34$		$\alpha = 0,01 = 2000$	
$n_y = 35$	$dk_y = 34$	5,8970	$\alpha = 0,05 = 1,999$	Reject $H_0$

The results of the t-test calculations shown in the table above, namely in the posttest showed that, based on the calculation of the analysis obtained by the researcher  $T\_Count = 5,8970 \geq T\_Table = 1.999$  it can be concluded that the  $H_0$  hypothesis is rejected. In other words, receiving an alternative hypothesis, and states that there is an influence on the strategy of learning active knowledge sharing on social studies fifth grade in elementary school at Bekasi.

## DISCUSSION AND CONCLUSION

The result of this research find that active knowledge sharing strategies give an significant impact to learning outcomes of a student in subject of Social Study, in the other side the research by (Hanum, 2020) shows that active knowledge sharing strategies can increase the learning outcomes of a student by 16,88% both of in an experiment class and in a control class, this is proof that the active knowledge sharing strategies can improve learning outcomes of a student.

In this study, the effect of using the Active Knowledge Sharing strategy was examined on social studies learning outcomes in fifth grade elementary school students in Bekasi. The results of the data analysis show that there are significant differences between classes that use Active Knowledge Sharing strategies and classes that do not use these strategies. The normality and homogeneity tests performed show that the data are normally distributed and homogeneous. The results of the t test calculations show that  $t\_count$  is greater than  $t\_table$ , so the hypothesis which states that there is an effect of using the Active Knowledge Sharing strategy on social studies learning outcomes is accepted. Therefore, it can be concluded that the use of the Active Knowledge Sharing strategy can improve social studies learning outcomes for fifth grade students at elementary schools in Bekasi.

This research was conducted by following the procedures designed by the researcher and the results are not entirely correct. The researcher conducted observations and interviews with the fifth-grade teachers at elementary school at Bekasi and found several obstacles such as the impact of covid-19, students who did not attend on the first day of research, lack of mastery of learning materials, incomplete facilities, and lack of creativity in managing the class. For the next future research, researcher suggest to find another subject of research and proper place to do a research, so the result of implementation active knowledge sharing will be optimize.

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