TITEN SCIENCE-BASED GROUP DISCUSSION MODEL (ROUND ROBIN BRAINSTORMING) AS AN EFFORT TO IMPROVE LEARNING ACHIEVEMENT IN SOCIAL SCIENCE EDUCATION

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ABSTRACT

This study began with initial observations conducted by previous researchers which showed that student learning outcomes were quite low, with the percentage of students reaching 43.75% with the lowest score of 45 and the highest score of 85. This study aims to determine the implementation of the Round Robin Brainstorming learning model based on TITEN science in improving student learning achievement in Social Studies subjects. This study was conducted in class VIII B of SMP Negeri 3 Gamping. The research method used was classroom action research, and data collection techniques used observation and tests as student evaluation assessment instruments. The results obtained in Social Studies Education learning are the implementation of the Round Robin Brainstorming learning model based on TITEN science with student learning outcomes in cycle I reaching a percentage of 65.63%, a maximum score of 95, and a lowest score of 40. Meanwhile, in cycle II, it increased to a percentage of 84.38%. The highest score is 100, and the lowest score is 45. The novelty in this study is the Round Robin Brainstorming Learning Model based on local wisdom owned by the community in understanding an educational value obtained from nature with Indonesian people calling it (TITEN science). The impact of this research is that the application of the Round Robin Brainstorming model based on TITEN Science can improve the learning achievement of class VIII B students at SMP Negeri 3 Gamping with a student graduation index reaching 100%.

Keywords: social studies education, round robin brainstorming model, learning achievement

A. Introduction

Based on Law Number 20 of 2003, article 3 states that national education functions to develop abilities and form the character and civilization of the nation to educate the nation's life; education aims to develop the potential of students. Education helps individuals develop skills, think critically, communicate effectively, and create a work ethic. With a high level of education, the human resources are higher. Good education certainly requires teacher skills in choosing and implementing classroom learning strategies. Students will feel bored if, during learning, they only listen to the teacher's explanation and are only

interspersed with tasks given by the teacher. The learning process in the classroom should be interactive and fun and motivate students to participate actively, creatively, and independently according to their talents in improving student learning.

Based on the results of interviews and initial observations that have been conducted by researchers in class VIII B SMP Negeri 3 Gamping, Yogyakarta the results of formative tests show that students do not achieve optimal results indicated by the achievement of the lowest score of 45 and the highest score of 85 with an average score of 67.03 and a percentage of achievement of 43.75%. The data was obtained from 32 students, 14 students achieved the value achieved, and there were 18 who did not reach it, so there was a need for improvement in learning. In learning carried out in the classroom, several learning obstacles arise: students lack concentration in participating in learning, lack of interest in listening to teacher explanations, and lack of active students in the learning process.

PTK is action research conducted in the classroom, using real actions to solve learning problems in the classroom (Muhammad Djaja, 2019). In this PTK, teachers can reflectively analyze what has been done in the learning process. Thus, PTK aims to improve and increase teacher activities to be more effective in their professional development. A learning model is a framework that provides a systematic description of learning achievements that can help learners achieve the desired goals. Thus, a learning model is a systematic overview that serves to assist learners in achieving their goals (Simeru, 2023). One of the learning models that can be applied in PTK is the Round Robin Brainstorming model.

Round Robin Brainstorming was first coined by Spencer Kagan. Round Robin Brainstorming is a learning model that focuses on the ideas of each learner from one to another must be different. The Round Robin Brainstorming Learning Model is a learning model that has certain advantages. Each learner has an opinion given to his group, so those who have responsibility are not the only group leaders (Sari, 2020). The Round Robin Brainstorming learning model can improve learning achievement. Learning achievement is the learning outcome that is achieved after the learning process is shown through the grades given by the teacher (Syahfi'i, 2018). The advantage of the Round Robin Brainstorming model is that students will be more encouraged to convey the opinions in their minds, so students who are usually less active will become more active. The disadvantage of this model is that learners who are passive will find it difficult to give their opinions to the group.

The Round Robin Brainstorming Learning Model in improving learning achievement has been studied by several researchers, including Delina (2021), entitled "The Application Of Round Robin Techniques Cooperative

Learning Model to Improve The Students' Learning Outcomes." Journal of Chemistry and Education "about this model, which is able to improve student learning outcomes; this model is better than conventional learning, and using this learning model makes learning more effective so that learning objectives can be achieved optimally. Round Robin Brainstorming is a learning model that focuses on the ideas of each student one to another must be different. Round Robin Brainstorming can be an innovative learning alternative because it can optimize learning achievement and encourage students to think critically. Ramadila's (2024) research entitled "The Effect of the Round Robin Type Cooperative Learning Model on Grade IV Elementary Mathematics Learning Outcomes" explains that this model can have a positive influence on student learning outcomes and can create a pleasant atmosphere in the learning process so that learning outcomes can increase significantly.

Anggraeini (2024), research entitled "Application of the RRB Type Cooperative Learning Model (Round Robin Brainstorming) in Improving Student Learning Outcomes in Social sciences Subjects at SMPN 28 Jakarta", states that this learning model provides an increase in students' social studies learning outcomes gradually according to the cycle with an average value in cycle I 70.57, cycle II 78.6, and in cycle III 83.47. Obafemi (2024), a study entitled "Effect of Round Robin Instructional Strategy on Pupils' Academic achievement in Mathematics," states that learning using this model can improve students' academic performance regardless of gender. Sari (2018), entitled "Application of Round Robin Brainstorming Cooperative Learning Model to Improve Social Studies Learning Outcomes of Fourth Grade Students of SD Negeri Kebraon 1/436 Surabaya", states that the implementation of learning is proven to be able to improve the ability to mention the name and origin of traditional clothing in Indonesia with learning achievement in cycle I 77.5 and in cycle II increased to 92.94.

Based on the background of the problem, the researcher intends to conduct a study entitled "Efforts to Improve Learning Achievement of Pancasila Education by Using Round Robin Brainstorming Learning Model for Students of Class VIII B SMP Negeri 3 Gamping". The purpose of this study was to determine whether the use of the Round Robin Brainstorming Model could improve students' learning achievement in class VIII B of 3rd Public Junior High School Gamping.

B. Literatur Review

Model Round Robin Brainstorming

Round Robin Brainstorming is a learning model that focuses on the idea that each student has to be different from the others. Round Robin Brainstorming is a learning model carried out in groups that teaches the skill of expressing opinions regarding questions posed by the teacher.

The steps in the Round Robin Brainstorming model according to Warsono and Hariyanto (2012) are; a) The teacher forms students into groups of 4-6 students each, b) The teacher provides an introduction to the lesson, c) The teacher presents an idea or asks a question that allows for multiple answers, d) The teacher sets the time as agreed upon, e) Students sitting in a circle around the table take turns presenting different answers within the allotted time, f) Students continue to express their opinions until the allotted time is up, G) The teacher listens to each student's answers throughout the lesson and provides clarifications and explanations as needed to ensure student understanding, h) The teacher provides appreciation and concludes the lesson.

The advantage of the Round Robin Brainstorming model is that students are more encouraged to express their opinions, thereby making those who are typically less active more active. The disadvantage of this model is that students who are inherently passive may have difficulty expressing their opinions to the group.

The Round Robin cooperative learning theory was first proposed by Spencer Kagan. Round Robin is a brainstorming activity in which students are only tasked with providing ideas without explaining or questioning the ideas proposed by other students (Kagan, 2009). Where each group member takes turns responding to questions with a word, phrase, or short statement. Several studies discussing Round Robin Brainstorming that are relevant to this research are based on Alfriani's (2023) research entitled "The Effect of the Round Robin Brainstorming Type Cooperative Method on Students' Critical Thinking Skills in Fiqh Learning at MTS Yati". The method used in this research is quantitative research using a Quasi-experimental design. The results of this study indicate a significant influence in learning using the Round Robin Brainstorming Type model.

Usniati (2023) produced a study entitled "Application of Round Robin brainstorming Type Cooperative Learning Model to Improve Learning Outcomes of Grade 3 students of Tunas Daud Christian elementary school". In this study, it was carried out in two cycles where qualitative and quantitative data were the sources of information, the results of this study are the use of the Round Robin brainstorming learning model can improve student learning outcomes in thematic learning. Another research opinion is Sari, (2017) entitled "The Effect of the Round Robin Type Cooperative Learning Method on the Achievement of Indonesian Language Subjects of High School Students". The research method used in this study is quantitative research with the type of PTK experimental research from this study resulted in a significant increase in influencing student learning achievement where from the two classes studied, namely the control class and the experimental class, the results showed that the final grade was higher in the experimental class.

Ilmu Titen

Researchers want to study the improvement of student learning achievement through the Round Robin Brainstorming Learning Model based on TITEN science. TITEN science is a theory of Indonesian wisdom in understanding education. TITEN science itself means Niteni, Nuturi, and Nindaki. The purpose of Titen science itself is to shape the character of students who are able to Niteni (able to understand the material given by the Teacher), Nuturi (able to respond to what questions given by the Teacher), Nindaki (able to practice the material given by the Teacher). Titen science is very necessary in the world of education, especially schools where the majority of students are difficult to manage. A Teacher must be able to provide a good example to his students, must be able to inspire enthusiasm and have expertise in teaching, and no less important is a Teacher must be able to encourage morally or raise the spirit of his students so that they can become independent individuals and not depend on others.

The success of the Titen Science educational theory can be indicated by the following characteristics; 1) Cognitively, students are able to understand the material presented by the teacher, 2) Affectively, students are able to respond to the teacher and provide stimulation, 3) Psychomotorically, students are able to act, putting the knowledge provided by the teacher into practice. Theoretically, the TITEN Science theory explains that the more students are able to understand, understand, and act, the more they are able to learn independently and spontaneously (leadership). This, in turn, fosters a culture of literacy.

Learning Achievement

Achievement is a result achieved through effort, whether undertaken individually or in a group. According to the Great Dictionary of the Indonesian Language, achievement is the result of effort achieved through work or effort. Learning is any activity undertaken by an individual that results in a change in behavior, both before and after learning. This change is due to new experiences (Djamaluddin, 2019). Learning achievement is the value obtained after learning activities over a certain period of time, a person's learning achievement is in accordance with the successful mastery of the material taught and is expressed in the form of a value or number (Julianti, 2022). According to Djamarah (2002), several factors influence learning achievement, including:

a. Internal Factors
    1) Intelligence: Learning outcomes depend on intelligence, and learning outcomes will not exceed that level.
    2) Interest and attention: Interest is a person's inclination toward something, and attention is seeing and listening intently. Interest and attention have a significant influence on learning achievement.
    3) Talent: The ability to learn; this ability can be realized into

tangible skills after learning/practice.

4) Motive: The drive that drives someone to do something, and motives always influence a person's activities.
5) Maturity: The level of growth at which a person is ready to implement new skills.

b. External Factors

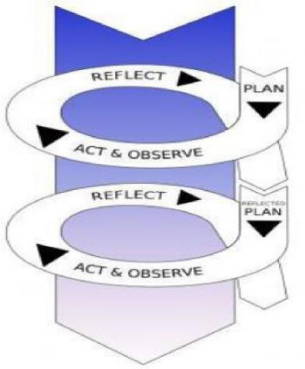
1) Parental parenting style. Parents who are inattentive, overly indulgent, overly compassionate, or overly harsh with their children are all flawed approaches. Guidance and counseling play a crucial role in educating children.
2) Parental understanding: Children naturally need encouragement to learn.
3) Relationships between family members: Good relationships within the family are essential for a child's learning and success.

Therefore, factors influencing students can come from both within and outside the student. Therefore, parents and teachers must be able to understand and help address the challenges faced by students to support their academic achievement.

C. Research Method

This research uses a class action research method conducted in two cycles where each cycle consists of several stages, namely, planning (planning), implementation (action), observation (observing), and reflection (reflection). These stages are carried out repeatedly in each cycle, namely cycles I and II.

Figure 1: *Kemmis and McTaggart model of axtion resarch*



This research was conducted in class VIII B of Social Studies at SMP N 3 Gamping Yogyakarta. This research was conducted in January 2026, with a total of 30 research subjects. This study tested student achievement. This research instrument used an observation sheet (observation), a written test consisting of a pre-test, which is a test conducted before the implementation of the Round Robin Brainstorming model based on Titen Science. Post-test, which is a test conducted after the implementation of the Round Robin Brainstorming model based on Titen Science, and documentation. Observations in this study were conducted to observe the activeness of students and teachers that had been formed at the planning stage. The test in this study consisted of 10 essay questions, which used a Likert scale of 0-4 and were then processed into decimal values 0-100 to see the achievement of each student using the following formula.

$$P = \frac{\text{JUMLAH NILAI DI PEROLEH}}{\text{MAKSIMAL SKOR}} \text{ X } 100$$

Learner Achievement Formula

Processing the scores of students using the percentage formula to determine the overall percentage of students who have achieved the research objectives, the formula used is:

$$DP = \frac{\Sigma F}{\Sigma N} \text{ X } 100\%$$

Percentage Formula Number of Learners Achievement

Description:
P: Learner Value
Number of Values Obtained : 0-40
Maximum Score: 40
DP: Percentage of Achievement
∑F: Number of Learners Achieved
∑E: Number of Learners (34)

100: Fixed Value
100% : Fixed Value

In this study, there are indicators of success to determine the success of the research. in this class action research, the success criteria that must be met are that the research is considered successful if 70% of the total number of students who take part in the learning process obtain a minimum score of 70. The percentage of achievement is included in the criteria for a high level of achievement.

Table 1. Achievement level criteria

Range (%)	Criteria
81-100	Very high
61-80	High
41-60	Fair
21-40	Low
0-20	Very Low

(Dwi Nuru A., 2024)

According to Ennis (2011), there are five aspects of high-achieving students: (1) basic clarification, which involves providing simple explanations; (2) essential support, which involves building basic skills; (3) inference, which involves drawing conclusions; (4) advanced clarification, which involves providing further explanations; and finally, (5) strategy and tactics, which involves developing strategies and tactics. Using these indicators, researchers created essays designed during the planning process with partner teachers who acted as observers. The observation sheet included criteria for categorizing whether learning activities followed the plan or not. These categories were based on the percentage range of student and teacher activity.

Table 2. Observation Sheet of Activity Level criteria

Percentage	Qualification
76%-100%	Very high
56%-75%	High
40%-55%	Fair
<40%	Very Low

(Dwi Nuru A., 2024)

D. Results

Before starting the Cycle I action, researchers and teachers collaborated to plan the actions in Cycle I, including the preparation of teaching modules and tests that would be applied in Cycle I. In cycle I, the material

presented was Pancasila in my nation's life. Implementation of Action. The implementation of action in the first cycle was carried out with two meetings. The learning process is carried out according to the class VIII B Pancasila Education study schedule. Based on the results of the implementation of the action found in cycle I, there was an increase of 17% related to the data on the implementation of the action in the graph below.

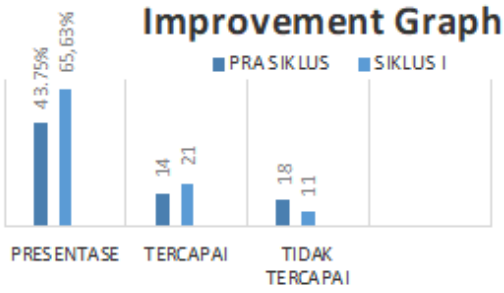


Figure 1. Cycle I Improvement Chart

At this stage of observation carried out by observers (partner teachers) in this study, observers were carried out to observe the learning process. There are two observation subjects, namely students and teachers (researchers). Observations focused on learner participation in the learning process and learner responses to using the Round Robin Brainstorming learning model. Teacher observation focuses on observing all aspects of the learning process when the implementation is carried out. Based on the observations of teacher activities on students in cycle I, it was found that the percentage of observations of students was 62.5%.

The reflection stage in cycle I it is carried out to determine whether the action in cycle I must be repeated or has achieved success in teaching and learning activities, obtained information from the observation results, namely: based on the results of the post-test in the first cycle of action, the data obtained that the percentage of completeness was 65.63%. Thus the learning success criteria had not yet reached the predetermined criteria, besides that some students were still less active in discussions with their groups, some students did not optimize the time available for the tasks given by the teacher, and the activities of some students were chatting with friends.

Discussion

Based on the problems in cycle I, the actions that can be taken in cycle II are: teachers should try to activate and encourage students to ask questions in the learning process and increase students' confidence in their abilities. From this description, cycle I is sufficient to show an increase in the active participation of students and an increase in learning outcomes, but not yet optimal. Therefore, this research needs to be continued in cycle II so that the increase in students' learning achievement can be more optimal.

Cycle II class action research goes through several stages that are the same as the stages of cycle I, it is just that at the stages of cycle II, there are changes in the planning process where planning is carried out through reflections that have been carried out in cycle I to improve actions to be more efficient in cycle II. In cycle II action

planning, researchers and teachers collaborate to plan actions in cycle II, including preparingn of teaching modules and tests that will be submitted in cycle II. In cycl,e II, the material presented is the guidelines for my country.

The implementation of actions in cycle II was carried out with two meetings. The learning process is carried out according to the class VIII B Pancasila Education study schedule. Based on the results of the implementation of the action found in cycle I, there was an increase of 19% related to the data on the implementation of the action in the table below;

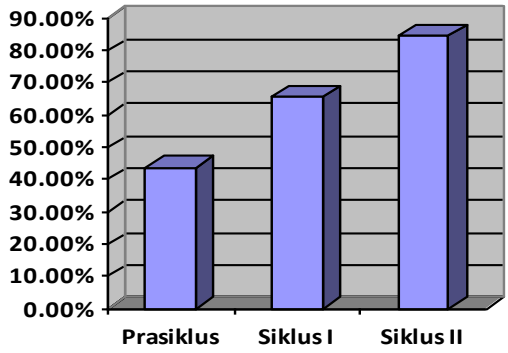


Figure 2. Cycle II Comparison Chart

Based on the table above, the learning achievement of students in cycle II has increased significantly in cycle I, the learning achievement of students reached a percentage of 65.63%; this value is classified as increasing even though it requires cycle II, and in cycle II class action research, the increase in student learning achievement is at a percentage of 84.38%, this results in that class action research is stopped in cycle II because it has reached the success indicator, namely 75% of students get a minimum score of 70%.

The observation stage in cycle II was carried out by observers (collaborator teachers) in this study, and observers were carried out to observe the learning process. There are two subjects of observation, namely students by the teacher (collaborator). In this cycle II observation, students reached a percentage of 72.5%.

Based on reflection activities in cycle II of the results of the final observation test, several things can be obtained, namely: the use of the Round round-robin brainstorming model in learning is in accordance with the learning steps, the research shows that the activities of students when following the learning process are very good, in the implementation of group discussions each learner has been cooperative in discussing positively, respecting each other with this discussion has fostered critical thinking in students, Positive learner activities continue to increase in each cycle such as asking questions, answering, and conveying ideas enough, the data on student learning outcomes are also as desired by researchers, namely a significant increase in each cycle in cycle I the percentage of achievement has reached 65.63%, and in cycle II has reached a percentage of achievement of 84.38%. With a success indicator of 75% achievement of the total number of students with a minimum KKTP score of 70%. Thus,

the application of the Round Robin Brainstorming cooperative learning model can be said to be successful and no further cycles are needed.

Observations on students during the action process are used to measure the response of students' activeness during the learning process using Round Robin Brainstorming. Observations on students make it easier for researchers to evaluate research actions for improvement in the next level. In the observation of students, there is an increase in student activeness from 62.5% to 72.5%. Teacher activity has increased from 65% to 75%.

Based on the description above, it can be seen that the learning achievement of students has increased and has met the achievement criteria, namely 75% of the number of students who take part in the learning process with a minimum KKTP score of 70% starting from pre-cycle, cycle I, to cycle II. This can be seen from the percentage of students' achievement of 43.75% in the pre-cycle, with 14 students reached and 18 students not reached, increasing to 65.63% with 21 students reached and 11 students not reached in cycle I and 84.38% with 27 students reached and five students not reached in cycle II. Applying the Round Robin Brainstorming cooperative learning model can improve the learning achievement of students of class VIII B of 3rd Public Junior High School Gamping in Social Science Education.

E. Conclusion

The conclusion of this study is Classroom action research on class VIII B SMP Negeri 3 Gamping students has been carried out in two cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection. The Round Robin Brainstorming model to improve students' learning achievement in Pancasila Education subjects can improve students' learning achievemen ‘’t. This can be seen from the results of the study showing the achievement of student learning outcomes experienced before implementing the action of students to reach 43.75%, then in cycle I, it increased to 65.63%, and the increase was felt more significant in cycle II to 84.38%. In addition, the research test results can be seen from the percentage of student observation activeness. The activeness of students and teachers can be seen to have increased in cycle I. Students reached 62.5%, and in cycle II, they reached 72.5%. Meanwhile, teacher activeness reached 65% in cycle I and 75% in cycle II. Based on the results obtained, it can be concluded that the use of the Round Robin Brainstorming learning model is proven to improve the learning achievement of Social Education of students in class VIII B SMP Negeri 3 Gamping..

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