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Improve Students Activeness With Lesson Study Based Debate Model Integrated Numbered Heads Together Model

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Abstract

Based on preliminary observation in Public Senior High School 1 Tumpang eleventh social three class, known that the problem faced by the school mentioned is the learning process applied by the teacher is mainly lecturing and giving an assignment, also the lesson study has not been applied yet. What is more, students still tend to pay less attention or less observant to Economics subject and some of the students were less active or passive in giving an opinion in class so a proper, interesting and fun learning is necessary, that is Lesson Study Based Debate Model integrated with Numbered Head Together (NHT). This study aims to describe the implementation of lesson study based debate model combined with numbered head together model (NHT) to enhance student activeness on economics subject (study case of eleventh social three students of Public Senior High School 1 Tumpang 2015/2016 academic year). The type of this research is classroom action research through lesson study. This research was conducted in two cycles. The subject of this research is eleventh social three students of Public Senior High School 1 Tumpang with the total 30 students that consist of 13 males and 17 females 2015/2016 academic year. The data used is lesson study based debate model integrated with numbered head together model (NHT) from analyzing learning implementation plan and observation page, and students' activeness from observation page. The instruments are observation page, field notes, documentation, and interview.

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INTRODUCTION

The important teaching strategy that must be applied is the ability and skills of teachers to engage all students to learn as much as possible. Term strategies, teaching strategies, teaching approaches and teaching model sometimes are used in the same sense. The strategy is a general teaching approach to apply in various fields of materials and used to meet a variety of learning objectives.

The activity of students is one of the main principles of the learning process. Learning is doing, therefore there is no learning without activity. The learning experience can only be obtained if the students actively interact with their environment. A teacher can present and provide learning materials, but it was students to process own wish, abilities, talents, and background. Students' activeness is important in the learning process because the knowledge, skills, and attitudes cannot be transferred as such but it was students themselves who must process them first. Inappropriate teaching practices get the students to simply accept, spoiled, without creativity to find their own knowledge or what they need to learn. The students themselves should have a high motivation to learn and active both physically and mentally. The task of the teacher is a mentor and facilitator, not a dictator who dominated much of the learning activities. Active students in learning can be realized through the use of a wide variety of learning models and learning media (Sarutobi: 2010).

In a learning activity, learning model is needed to develop and enhance the activity of the students for the passage of the learning process in the classroom. Therefore, there are several models of learning involved in its development, but here researchers took learning model that is Debate integrated with Numbered Heads Together. Using the model of Debate integrated with the model Numbered Heads Together student learning activities will be improved, besides the implementation of a debate model teacher gives examples of realities that exist in the environment so that students can better understand the material being taught when associated with an example in real life. Besides that, with the pertaining Debate with Numbered Heads Together student can also be more active, because in practice students are encouraged to be ready to actively argue when one student numbers are called, on the other side of the model Numbered Heads Together also to promote the spirit of cooperation among students. Models of Debate combined with a model of Numbered Heads Together collaboration in the learning process learners are expected to help develop and enhance the activity, as well as bold in expressing their opinions.

In the implementation of the model Debate integrated with the model Numbered Heads Together, researchers use Lesson Study (LS) base because at the time of the lesson the teacher tutors teach only focused teaching, regardless of the students completely so that the learning activities of students are still not optimal became the center of the teaching profession. Additionally, Lesson Study is a study of learning to improve the quality of teaching and education in schools to be observed.

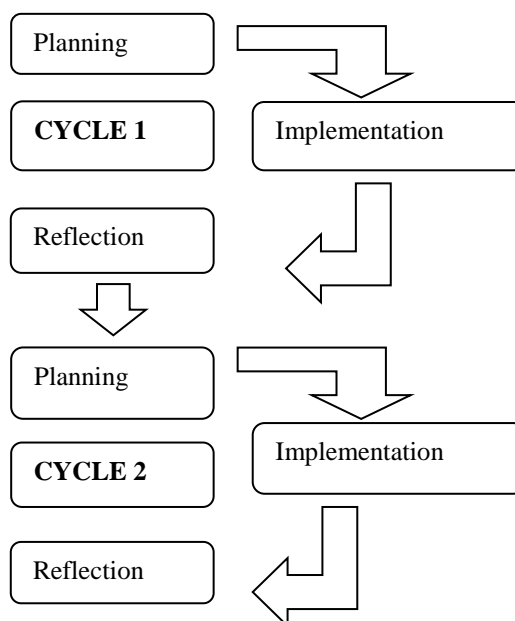
Based on observations in State Senior High School 1 of Tumpang, problems encountered in class XI Social Science class 3 in the school is a learning process that is applied most of the teachers are presented with a model of lecturing and giving the task, and not the implementation of Lesson Study (LS). In addition, the students still tend to pay less attention or observing the economic lessons

learned and seen from the results also on economic subjects is still low compared with other IIS XI classes. When the teacher asked a problem, some learners much less active or passive participation of the opinion and the earnest answer the problem posed teachers and only a few students who dominate active in the learning process, and even then of some learners to answer the problem with the original sound or argues. Such conditions lead to less than an optimal learning process. Therefore, it makes the writer as research objects which during the research process in one class Senior High School 1 of Tumpang.

The purpose of this study was to determine the application of the model Debate combined with the model Numbered Heads Together on economic subjects XI Social Science class 3 of State Senior High School 1 of Tumpang 2015/2016 school year through Lesson Study and apply the model to determine Debate combined with the model Numbered Heads Together on subjects the economy can enhance the activity of class XI student of SMAN 1 IIS 3 Tumpang 2015/2016 school year through Lesson Study.

METHOD

This kind of research is Classroom Action Research (CAR) through Lesson Study, which is a systematic study on classroom practice that aims to repair or improve the quality and outcomes of learning by doing certain actions. Classroom action research (CAR) through Lesson Study will be carried out with the planning (Plan), implementation (Do) and reflection (See). Flow implementation of Action Research through Lesson Study can be described as Picture 1 as follows.



Picture 1: Flow Implementation of Classroom Action Research

The subjects were 30 students of XI Social Science class 3 State Senior High School 1 of Tumpang, consisting of 13 male students and 17 female students who follow courses in Economics. The instrument is a portfolio, observation sheets, sheets of field notes, documentation and interview.

In this study, the implementation of the portfolio Debate model and Numbered Heads Together model used by researchers in the form of an assignment to see the extent to which a student is able to understand the material taught, and also to observe the students' thinking construction.

This study used observation sheets filled by the observer. This observation sheet contains the assessment activities carried out by researchers in order to observe the provisions of researchers who act in implementing the Debate and the model Numbered Heads Together in learning activities. Field notes were used by researchers to complete the data that were not recorded on observation sheets about actions or events during the learning process.

The documentation is carried out to get a picture of what has happened in the classroom with the implementation of Numbered Heads Together, revealing the atmosphere of the classroom, details about important events / special happens. Interviews were conducted during the pre-action observation. In this study, using a type of structured interviews using the interview that had been developed previously.

RESULT AND DISCUSSION

Description of Implementation is used to describe each variable obtained in the field at the time of the study. The variables in this study include models debate (X_1), the model Numbered Heads Together (NHT) (X_2), and activeness (Y).

The results of the observation of the activity of teachers in teaching activities that implemented the model debate combined with the model Numbered Heads Together (NHT) based lesson study were analyzed using descriptive analysis and percentage.

Table 1. Percentage Calculation Result Observation of Teacher Activities

Observer	Meeting	Yes	No
1	First	10	12
	Second	20	2
2	First	10	12
	Second	20	2
Total Score		60	28
Average Percentage (100%)		75	25

Source: Data Processed

Observations result of teachers' activities for teaching and learning activities which applied the *lesson study* based model of *debate* integrated with the model of *numbered heads together (NHT)* with the help of a second observer. Observer I, the total score obtained is 30. Observer II, the total score obtained is 30. Based on data from the observation of both observers the success rate is the percentage value $\times 100\% = 75\%$, so the teacher activity included in the category of "Fair".

Table 2. Activeness of Students at Each Indicator

Observed Aspects	The average value (%)
Presence	81.11
Order	72.22
Participation to argue	55.56
Average Percentage (100)	69.63

Source: Data Processed

From the above data can be known that the average value in the aspect of attendance was 81.11%. The average value of the aspect of the order is 72.22%. The average value of the aspect of participation to argue was 55.56%. And for the average value of student activity is 69.63%, so the student activity included in the category of "Fair".

Table 3. Percentage Calculation Results of Teacher Activity Observation

Observers	Meeting	Yes	No
1	First	12	10
	Second	22	0
2	First	12	10
	Second	22	0
Total Score		68	20
Average Percentage (100%)		77.27	22.73

Source: Data Processed

Observations result of teacher activity during the learning process who applied the *lesson study* based *debate* model combined with the model *numbered heads together (NHT)* with the assistance of a second observer. Observer I, the total score obtained is 34. Observer II, the total score obtained is 34. Based on data from the observation of both observers the success rate is the percentage value $\times 100\% = 77.27\%$, so the teacher activity included in the category of "Good".

Table 4. Activeness of Students at Each Indicator

Aspects Observed	The average value (%)
Attendance	84.44
Order	78.89
Participation to expressing opinion	70.00
Average Percentage (100%)	77.78

Source: Data Processed

From the above data can be known that attendance was 84.44%. The average value of the aspect of the order is 78.89%. The average value of the aspect of participation argue is 70.00%. And for the average value of student activity is 77.78%, so the student activity included in the category of "Good".

Table 5. Students Activeness Average at Each Indicator

Observed Aspects	%		Description
	Cycle I	Cycle II	
Attendance	81,11	84,44	Increased
Order	72,22	78,89	Increased
Expressing opinion	55,56	70,00	Increased
Average (100)		77.78	Raised

Source: Data Processed

Table 5 describes the results of students' activity that has increased from the first cycle to the second cycle. The average activity of students in the first cycle was 69.63% and the second cycle was 77.78%, so students activeness from the first cycle to the second cycle was increased and included in the category of "Good".

The increase of students' activeness can be seen in every indicator. The average value of the first cycle of each indicator as well as the average of the sum of all aspects is considered low. This occurred because, learners are not familiar, know and understand the model of lesson study based debate combined with the model Numbered Heads Together (NHT). In addition, the students did not understand the case studies provided by the researcher. But at the second cycle, the students already know, understand, and know about the lesson study based debate integrated with the model Numbered Heads Together (NHT), in cooperation and sharing the task of each member in problem-solving and gain knowledge of the problems. So that learners are able to maintain their claim as the implementation of the lesson study based debate combined with the model Numbered Heads Together (NHT), and researchers who already understand the case studies and a general description of the material. Therefore, the average of students activeness was increased from the first cycle of 69.63% to 77.78% in the second cycle. Therefore, the ability of learners in each indicator from observing to implementing the concept can be appreciated and connected in real life in the environment around them.

Implementation of Lesson Study Based Debate Model Integrated with Numbered Heads Together (NHT) Model To Improve Student activeness

In the implementation of the lesson study based debate model integrated with the model of Numbered Heads Together (NHT), was applied to each cycle in the second meeting. During the learning process in the first cycle, the implementation of the lesson study based debate model integrated with the model of Numbered Heads Together (NHT) on economic subjects was applied less well. Because in the first cycle, teachers and learners got some barriers. It caused the implementation of the lesson study based debate model integrated with the model of Numbered Heads Together (NHT) did not run perfectly well, which is not yet skilled in learning activities and there was no much experience. While the obstacles of learners are, they do not know and understand about the lesson study based debate combined with the model Numbered Heads Together (NHT). Unskilled in learning activities here can be said that teachers cannot fully create the environment and conditions in complex learning. Moreover, the experience can be said not much in applying a model of learning so that teachers cannot be

optimal in teaching as can be said to be a professional teacher through the implementation of the lesson study based debate combined with the model Numbered Heads Together (NHT). Therefore, it can be said that the teacher is unskilled yet in teaching and they do not have sufficient experience. While the learners do not know and understand the model, it caused the learners were not able to understand their role in implementing the lesson study based debate combined with the model Numbered Heads Together (NHT). Therefore, learners are not interested in discussing, thinking and working together, solving problems through argument or opinion, and sharing ideas with each other.

The implementation of the lesson study based debate model integrated with the model of Numbered Heads Together (NHT) in the second cycle, teachers and learners in the implementation of the model can be categorized well. Inspired from the first cycle, the teacher has to develop mastery and skill on the concept of the learning models, which is applying the lesson study based debate model integrated with the model of Numbered Heads Together (NHT). By developing this skill, the teacher will be more professional in lesson study model. This is in line with the theory postulated by Mutadi cited in (Dulwahyudi, 2012) stated that lesson study is one of the important professional development approaches that has helped teachers grow as professional teachers throughout their careers.

Besides teachers create situations and conditions in the atmosphere of teaching and learning activities to be complex. This is in line with the theory proposed by Gagne cited in (Dimyati and Mudjiono, 2006: 10) claimed that learning is a complex activity that makes the teacher and students have the skills, knowledge, attitudes, and values. So, learning and teaching here are defined as the process of behavior change to be better know, better understand, and better skilled, from old habits into new ones, as well as beneficial for the individual and their environment. As for the students who are familiar with the lesson study based debate model integrated with the model of Numbered Heads Together (NHT).

By understanding lesson study based debate model integrated with the model of Numbered Heads Together (NHT), the students will be more enthusiastic in discussing, thinking and working together, solving problems through argument or opinion, and sharing ideas to each other. This is in line with the theory postulated by Hanafi and Suhana (2009: 47) said that the model of debate integrated with the model of Numbered Heads Together (NHT) helps students to defend their ideas based on real life. While the opinion of Isjoni (2010: 78) claimed that the lesson study based model of debate combined with the model Numbered Heads Together (NHT) provides an opportunity for learners to exchange ideas and build the most appropriate consideration.

So that the process of implementation of model of debate combined with the model Numbered Heads Together (NHT) from the first cycle to the second cycle requires the introduction of the model because the introduction can help teachers and students understand the function of lesson study based model of debate combined with the model Numbered Heads Together (NHT, which deals with the results of the model implementation that has been well implemented for teachers and learners.

Students' Activeness After The Implementation Lesson Study Based Model of Debate Combined With The Model Numbered Heads Together (NHT)

Based on the data and research findings, students activeness was analyzed in the results of observations conducted in each cycle, there are three indicators that were observed regarding students' activity; presence, order, and the participation in expressing an opinion. There are changes in the behavior of students because of awareness of the students themselves and the motivation is given by the teacher to give apperception or questions at the pre-learning activities, and directing role of students in solving a problem and guide students to conclude that lessons that have learned at each meeting.

Besides teachers who give feedback to the student when in a deadlocked debate situation, so the debate in the learning activities can be active again. Students looked more interested in participating in learning activities, it is proven by the presence and order of students in following the teaching and learning activities in the classroom, this occurred because the implementation of the lesson study based model debate combined with the model Numbered Heads Together (NHT) fun and not boring, and character of teachers in teaching made students interested in following the class, and well received by the students. In addition, the student's ability to discuss, think and work together, solve problems through argument or opinion, and share ideas among other learners to increase physical activity in which it can optimize the understanding of students activity in the learning process.

This is in line with the theory proposed by Dimiyati & Mudjiono (2006: 45), which suggested that the "learning process, students always showed activeness. The activeness itself is various, ranging from a simple physical activity, that we observe easily until psychic activity that is difficult to observe. Physical skills such as reading, listening, writing, practicing skills, and so on ". According Sugandi cited in (Rizkina, 2013) who argued that "active students in the learning process not only involved in a physical form such as sitting in a circle, do something, but can also be in the form of analysis process, analogy, comparison, appreciation, all of which involvement of students in terms of psychological and emotional ". From these theories refer to the achievement of the three indicators of student activity; presence, order, and the participation in giving an opinion. All three indicators are drawn from the conclusions opinion of Paul D. Dierich cited in (Hamalik, 2004: 172-173) and Fadi (2014).

The results are in line with research conducted by Rizki Amalia Rachmawati with the title of his thesis "Implementation of Time Token Method and Debate To Improve Capability of Critical Thinking on Economics Subject of X Social 1 Class SMAN 2 Batu" which indicates the success of the research using debate learning model that described by the results of the critical thinking skills of students from the first cycle to the second cycle was increased. The improvement can be seen from every indicator. The average value of the first cycle of each indicator as well as the average of the sum of all aspects was considered low. This occurred because learners are not familiar, do not know and understand the method of time token Arends and debate. But at the second cycle, the students already know, understand, and know about the methods Time Token Arends and Debate, so that students are able to discuss, cooperate and share tasks for each member in problem-solving and gain knowledge of the problems they find. So

that learners are able to maintain their claim when the implementation method of time token Arends and debate implemented.

Therefore, the average of the critical thinking skills of learners increased in the first cycle of 47.74% to 77.41% in the second cycle. In addition, research conducted by Evie Tamala with the title of his thesis "Implementation of Learning Lecture Combined Methods of NHT (Numbered Heads Together) To Increase activeness and Learning Outcomes on Economics subject XI Social science 1 Class SMA Negeri 1 Besuk" which indicates the success of research using the model of Numbered Heads Together (NHT) and improvement of student's activity is by the implementation of lecturing model combined with NHT (Numbered Heads together) methods according to the plan that has been compiled. Student-centered learning and cooperative (group). Student's activity indicator is the level of student attendance, discipline, and accuracy in collecting duties, cooperation within the group, to show the seriousness of learning outcomes and student in the class has improved. Furthermore, from the results of the test was known that student learning outcomes have improved from the first cycle to the second cycle. Learning situation was more conducive than before the implementation of instructional lectures combined with cooperative learning methods NHT (Numbered Heads Together).

CONCLUSION

Based on the data and discussion, it can be concluded as follows: 1) Implementation of lesson study based model debate combined with the model Numbered Heads Together (NHT) on economic subjects XI Social science 3 class State Senior High School 1 of Tumpang in academic year 2015/2016 could run well in accordance with the learning objectives have been determined. This is proven by the increase in the percentage of teachers of activity during teaching and learning activities that applied models lesson study based model debate combined with the model Numbered Heads Together (NHT) from 75% to 77.27% and 2) implementation of lesson study based model debate combined with the model Numbered Heads Together (NHT) on economic subjects can enhance the activity of XI Social science 3 class State Senior High School 1 of Tumpang in academic year 2015/2016 because the implementation of lesson study based model debate combined with the model Numbered Heads Together (NHT), all students are required to attend, order, and participate in the debate argue. This can be proven by the results of the student activity showed an increase of 69.63% to 77.78%.

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