The Implementation of Rally Coach and Find Someone Who Models To Enhance Social Skills and Social Studies Learning Outcomes

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Abstract: *This study aims to analyse the implementation of rally coach and find someone who models to enhance social skills and student learning outcomes. This study uses classroom action research in which there are four phases: (1) planning, (2) implementation, (3) observation, and (4) reflection. The subjects are the fourth grade students of SDN Jalantir Batujajar District of West Bandung regency. The instruments are observation sheets, observation sheet of social skills, social skills questionnaire, and students' questionnaire responses on the learning, field notes, interview sheets, evaluation test and documentation. The findings show that the implementation of learning seems to be good. In addition the enhancement for learning outcome for social studies can be seen in the first cycle; the learning outcome is completed in the second cycle.*
Keywords: *Rally Coach Model, Find Someone Who Model, Social Skills, Learning Outcomes, Cooperative Learning, Elementary School*

I. Introduction

Social Studies learning is not merely memorizing and understanding the concept, but how the process of learning to be more meaningful, to make students more active, develop a curiosity, and develop students' skills in the cognitive, affective, and psychomotor. The learning process cannot be separated from the three domains: cognitive, affective, and psychomotor. They are interdependent with one another.

Social Studies Education is essential given to students, especially elementary students. Teaching Social Studies requires the mastery of an understanding of the various branches of social science and the fact that there are in the community and the surrounding environment.

Learning is acknowledged as a subsystem of education. According to Miarso (in Yamin, 2013) learning is a deliberate attempt, aimed, and controlled so that others learn or change relatively settled in others. These can be done by people who have the ability on the field, in other words, learning can be done by educators to make learners can learn to achieve maximum learning outcome. Learning process can be used to achieve a model of learning in accordance with purpose. Learning model in the learning process is something very important to achieve the learning objectives. The learning model is a plan or a pattern used as a guide in learning in a classroom or learning in the tutorial (Trianto, 2007).

According to Silberman (2014) the actual process of learning is not merely memorizing activities but a lot of things that we remember will disappear in a few hours. Studying is not swallowed it all. To remember what has been taught, students must process it or understand it. A teacher can not necessarily pour anything into the minds of the students, because they themselves have to organize what they hear and see into a meaningful unity. The important thing to be kept in mind is an attempt to improve students' mental engagement as high as possible. Students are given the opportunity to absorb the information into the cognitive structure of the new information obtained so as to achieve the highest level of meaningfulness.

A monotonous learning condition is caused mostly by the fact that students are less active, less skilled students to interact with teachers and other students so that learning is not able to increase social skills and learning outcomes. Therefore, teachers are expected to have a strategy in learning that can improve social skills and student learning outcomes. One of them is that teachers should apply the model of an interesting learning such as cooperative learning. Rusman (2012) argues that cooperative learning model makes teachers act more as a facilitator who serves as a bridge toward a higher understanding with students' own record. Teachers do not only impart knowledge to students, but also must be able to explore the students' existing knowledge in their own mind so that it can build new knowledge. Students have the opportunity to gain direct experience in implementing their ideas, this is an opportunity for students to find and implement their own ideas. One of the methods that is considered capable of combining increased competence and social skills is a learning model developed by Spencer Kagan. The use of the learning model is in line with the opinion of Slavin (2008), who

argued that despite having much in common with other methods, this learning method emphasizes the use of specific structures designed to influence students' interaction patterns.

Observations made by researchers at SDN Jalantir District Batujajar generate information that in the fourth grade social studies lesson still using the methods such as lecturing and giving assignments. The learning model is just put the students as objects so that the student learning's activity only deals with listening, taking notes, and doing tasks. This is far from being a fun and innovative learning. The learning conditions shows that teachers who are implementing learning in the fourth grade have not yet new ways to carry out a study that takes into account the interests of students.

In addition, (1) the majority of students do not have a fierce desire if they finds difficulty in learning, (2) some students are unable to complete the task on time, (3) some students are individualist though in one group usually is dominated by students who are smart, and (4) do not respect the opinion of the other students. Based on the facts, it requires their effort to improve social skills of the students. Changes in student learning outcomes in social studies as well as students who have problems in school, need special handling by providing direct education practiced in daily life for students, namely through the implementation of interesting learning models.

According to Slavin (2008), cooperative learning promotes students to interact actively and positively in the group. It allows the exchange of ideas and examination of their own ideas in an atmosphere that is not endangered, in accordance with the philosophy of constructivism. Thus, education should be able to set and provide a boost to be able to optimize and raise the potential of students, foster activities and creativity so it will ensure the dynamics in the learning process (Rusman, 2012). In the constructivist theory of learning, it puts more emphasis on students who are faced with complex problems to be addressed, then, find parts more modest or expected skill.

Cooperative learning is a form of learning by students studying and working in small groups in a collaborative whose members consist of four to six people with a heterogeneous group structure. Cooperative learning is implemented through sharing among participants learning process, so as to bring about common understanding among the participants learning it".

According to Kagan (2009)Rally Coach model is cooperative learning model that consists of a group of pairs, partner A and partner B mutually solve the problems and pay attention and listen, assess, praised even corrects when needed alternately. The model is useful to develop students 'social skills, and communication skills, build knowledge building, as well as students' thinking skills.

Find someone who model is one of cooperative learning models developed by Kagan. Find someone who is part of the development of the class building. According to Kagan (2009) this model works to develop, class building social skills, knowledge building as well as the learning procedure.

Based on research conducted by Sholihat (2013), it is concluded that the study used a model of find someone who makes the atmosphere in the classroom to be fun, strengthen cooperation and relations among students in the classroom to be faster given the vocabulary and the technique is not boring and increase motivation to learn. Next, in a study conducted by Nurhaniyah (2015), it is concluded that the implementation of cooperative learning model Find Someone Who and Flashcard Game in the fourth grade students of SDN Klanderan can increase learning motivation on Social Studies that covers their expectations of success, persistence of effort in learning, as well as the ability to face and overcome failure.

On the research result conducted by Rahayu (2014), it is concluded that the implementation of cooperative learning strategies model Rally Coach (RC) with the media image series can improve their speaking ability that is based on observations performed at each cycle is declared successful. Their speaking ability in linguistic and non-linguistic aspects are achieved by students in the first cycle obtained the first meeting the criteria have not been successful. Indiantika research (2015) also states that: problem based learning models combined with rally coach model can increase the activity and student learning outcomes.

II.   Methods

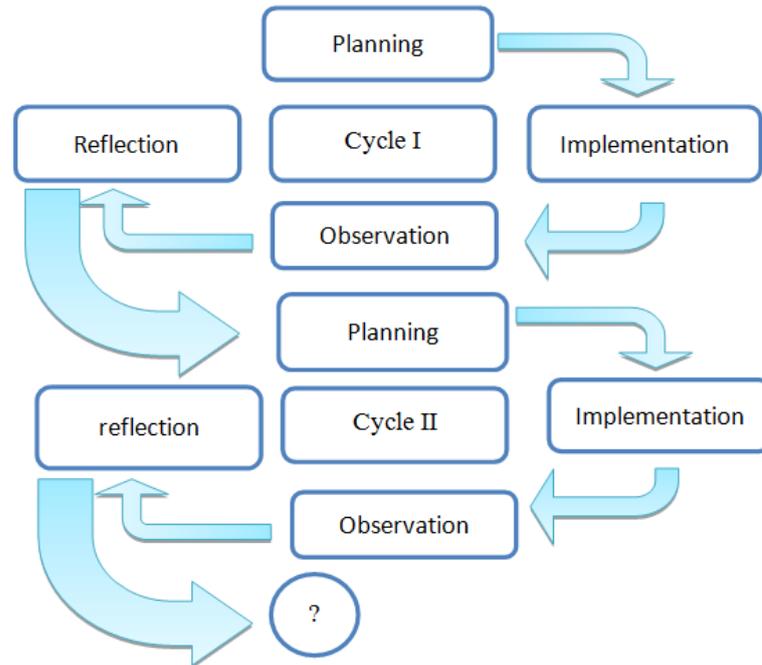Research Design in this study Classroom Action Research (CAR).

Figure 1. Flow Chart for CAR Implementation by Kemmis& Mc Taggart (in Arikunto, 2008)

Subject in this study is the fourth grade students of SDN Jalantir Batujajar District of West Bandung regency in the second semester of Academic Year 2015/2016 by the number of 24 students consisted of 10 female students and 14 male students. The fourth grade students are used as research subjects because of their low level of social skills and learning results which is still below the standard passing grade specified.

Data collected in the form of notes the observation of teaching practices, the results of field notes, the results of questionnaires, interviews, student learning outcomes and photo activities. For more details, please refer to the following table:

Table1 Data and Data Source

No	Variable	Instrument	Data Collection Technique	Data Source
1.	*Rally Coach* and *Find Someone Who* Models	1.Observationsheet Implementation the learning model 2. Field Note	1. Observation 2. Observation	Teacher and students
2.	Social Competence	1. Observation sheet 2. Questionnaire 3.Interview guideline	1. Observation 2. Questionnaire 3. Interview	Students
3.	Learning Outcome	Test	Written Test	Students

Data analysis was performed after carrying out the action. In each of these actions was held observation syntax learning by teachers and students, social skills of observation, and documentation. In addition, at the end of the each cycle held interviews, tests and completed questionnaires social skills and questionnaire responses of students to learning by using rally coach model and find someone who obtain data. The data obtained are analysed on any direct action to get the results and in the evaluation of the data obtained to determine whether the results of learning setbacks or progress, then held reflection to get to the next action. Any finding is descriptively processed.

After data is analysed the by using three stages above, then the data is evaluated in order to determine the results of the analysis. If the results are not in line with expectations, then it will be evaluated and refinement for the next cycle to obtain the expected results.

III.   Findings And Discussion

On studies using rally coach and find someone models, the implementation of the syntax by teachers and students were observed by two observers with instrument ratings observation by teachers and students. In this study, an enhancement from the first cycle to the second cycle is 36.5% in the first cycle the syntax by

teachers earn 57% with a sufficient value and on the second cycle increased to be 93.5% with very well criteria. Meanwhile, the enforceability of the syntax (learning procedure) by students increased by 31.5 i.e. cycle I got 50.5% with a sufficient criterion and the second cycle 82% with the criteria very well. Improved results can be seen in the following table:

Table2.The Implementation of Learning Syntax by the Teachers

Implementation	Cycle I	Criteria	Cycle II	Criteria	Enhancement
Learning Syntax (learning procedure)	57%	Good enough	93,5%	Very good	36,5%

Table3. The Implementation of Learning Syntax by the Students

Implementation	Cycle I	Criteria	Cycle II	Criteria	Enhancement
Learning Syntax (learning procedure)	50,5%	Good enough	82%	Very good	31,5%

The implementation of the rally coach and find someone models which is developed by Kagan. This model is the model of group work or cooperative learning. Cooperative learning is a learning strategy that involves the participation of students in small groups to interact. At the rally coach and find someone who models, researcher divided the small groups of 4 students. In both models the students have a task in the group in addition to responsibility for tasks, students are also responsible for helping his fellow group members in solving existing problems together so it is expected that students can easily solve the given problem. Rusman (2012) in the system of cooperative learning, students learn to work together with other members. In this model, students have two responsibilities that they learn for themselves and help a fellow member of the group to learn, students learn together in a small group and they can do it alone.

A group of students can work towards a common goal. In the study with the implementation of the rally coach and find someone who is the division of groups of students based on merit, in order to avoid domination by certain groups such as learning is dominated by a group of smart students, but it is expected that students who have high achievement can help low achievement students.

In the first cycle, the researcher got difficulties in delivering the learning procedure; the students looked confused and kept forgetting the learning procedure. This is because students have never learned to use models rally coach and find someone who previously they used to the monotonous learning such as lecturing and assignment. This is in line with the Arends'opinion of that starting a study group with cooperative learning is a difficult process. To address this problem, the researcher re-explain the procedure learning slowly and clearly to students. Arends clarifies that the purpose of cooperative learning is important because students must understand clearly the rules of procedure that will be involved in learning.

In this model students participate in building an understanding the procedure of learning. Through this procedure, they give each other ideas or ideas that they had each other. They write down the idea that they have to solve the existing problems. In addition, they can also give you an idea of the questions that must be answered by his friend if his friend had difficulty in finish or less appropriate to answer. In accordance with the opinion of Bodrova & Leong (in Berk, 2012), the students participate in a variety of challenging activities with teachers and peers, that together they build understanding. When students get knowledge strategy of activities with them, they become competent and contributing to the community and advance their class in terms of cognitive and social development. In addition, on the rally coach model, students also correct each other as well as assess the work of a friend, which aims to correct misunderstanding helping a friend, in accordance with the opinion of Renninger that the cooperative learning moment in which small groups of classmates collaboration achieve common goals with resolve disagreements, shared responsibility, and explain each other to correct the misunderstanding.

After doing a debriefing, they shake hand as a sign of agreement on the answer. The students has completed all of the questions that exist in their worksheet is a resource for other students who have not completed their worksheet, a resource student can help their friends in sharing information that has been gained in accordance with the opinion of Renninger (in Berk, 2012) that the children are more advantaged with peers when they are an "expert" especially if they can do the job.

In the second cycle, students can execute with good learning process, students seemed enthusiastic in learning, and they do not look confused with learning procedure. Improved learning happen due to researcher has been able to carry out the study with better and more confident. Researcher has been able to explain the syntax procedure of each model of learning by guiding all groups. This is consistent with the opinion of Hughes, Zhang & Hill (in Berk, 2012) that primary school students describe a good teacher is a teacher who cares,

helpful, and stimulating behaviours related with increased motivation, accomplishments, and positive relations with peer.

Instruments to determine the students' social skills in the implementation of the rally coach and find someone who models is the observation sheet that is observed by two observers and social skills questionnaire filled out by the students. Social skills are abilities in getting along with others. Thus, learners will be able to become good citizens (local, national and global) (Ghazali, 2013).

In the observation sheet, there are four aspects that are observed: (1) cooperation within the group; (2) responsible for the task; (3) respects the opinions of others, and (4) issuing of ideas. In rally coach and find someone who models is based on the analysis of the data can improve students' social skills. Along with opinion of Kagan (2009) the learning rally coach and find someone who models can improve some social skills such as: working in a group, responsibility in doing the task, respect the opinions of others, and build of ideas. Skills students were improved when they fill out worksheets, they put out of ideas each, they do worksheet with a full sense of responsibility trying to resolve their tasks that they had to do, at the time of his filling worksheet, they listen and do not interrupt his friend, and they help each other discussion strengthen other students who do not understand in completing its tasks.

Finding of questionnaire the social skills of students has increased from the first cycle to the second cycle of 32.25% which is in the first cycle was 63%. As for the details as follows: cooperation aspects within the group is 68%, responsibility in doing the task is 65%, respect the opinions of others is 64.5%, and the building of ideas is 55.5% and 95.25% second cycle with high criteria. As for the details as follows: aspects of cooperation within the group of 95%, the responsibility in doing the task 98%, respect the opinions of others 94.5%, and the building of ideas 93.5%. In this study, it can be said that social skills can be increased by applying the learning rally coach and find someone who models. The students' social skills have increased from the first cycle to the second cycle of the first cycle with a value of 29% and the second cycle of 100%. Improved results can be seen in the following table:

Table4. Table of Observation Result on Students' Social Competence

No	Indicators	Cycle I	Cycle II	Enhancement
1	Cooperative in group	68%	95%	27%
2	Responsible in doing the task	65%	98%	33%
3	Respecting others' opinion	64,5%	94,5%	30%
4	Developing ideas	55,5%	93,5%	38%

In this model, the students interact with one another task that asked them to help each other in groups. This is in accordance with the opinion of Silberman (2014) that puts the students into groups and assign tasks that require them to depend on each other in the work is a great way to utilize social needs of students. In the social skills collaboration of students has increased to finish the job of students work together to achieve common goals in accordance with the opinion of Johnson that the working group is the use of small group learning that allows students to work together to maximize their learning and learn other members of the group.

Social skills in doing the job is achieved through implementation of rally coach and find someone who models is where each student in the group in their work, in accordance with the opinion of Warsono and Haryanto (2012) that each student is individually responsible to the task is a part, So, in addition to the student's own responsibility to their task, students should also be responsible in helping his friend who had difficulty in answering the question.

"Respect the opinion of others" is one aspect of social skills is increased in this study, where with one syntax model of learning to listen to what his students were silent and listened to his friend who was issued an opinion without interrupting and giving praise to the opinions of his friend in accordance with the opinion of Silberman (2014) that one of the most important goals of education is to acquire the skills both technical and non-technical example, listening attentively.

By giving praise to his friend, who praised the students will feel appreciated by the other students. In addition, social skills leave a thought or idea is implemented using this model where each student gets a share from someone's opinion or idea. When another student asked then, he must answer based on the idea or the idea itself. These skills also improved from the first cycle to the second cycle in accordance with the opinion of Silberman (2014) that they are searching for answers to the questions put to them, this can happen if they are involved in activities that subtly urging them to think.

In both of these syntax learning model, there is discussions where students doing discussions to reach a common understanding. Through discussion of their students gain an understanding and mastery of the material. In accordance with the opinion of Silberman (2014) that what students discussed with their peers allows them to gain an understanding and mastery of the subject matter.

In addition, students also completed questionnaires for social skills. Improvement of the questionnaire can be seen in the following table:

Table5. The Result of Students' Skill Questionnaire

No	Criteria	Cycle I	Cycle II	Enhancement
1	High	29%	100%	71%
2	Medium	66%	-	-
3	Low	4%	-	-
4	Very Low	-	-	-

Based on the research and implementation of rally coach and find someone who models can be proved that the learning outcomes of students has increased from the first cycle to the second cycle obtained from the final test conducted at the end of each cycle from 24 students with passing grade 70. In the first cycle, there were 15 students or 62.5% who achieve mastery learning, while students who do not achieve mastery is as much as 9 students or 37.5%. Judging from the results of the first cycle of the criteria has not been successful because it is under> 80% of students who pass the study. However, when compared with pre action only got 33% of students who completed the second cycle. The learning outcomes achieved was 95.25%, such 22 students who achieve mastery learning, while students who have not completed two students or 4.75% increased 32 % from the first cycle to the second cycle. This can be seen in the following table:

Table6. Students' Learning Outcome

No	Students' Score	Category	∑ Students Cycle I	%	∑ Students Cycle II	%
1	70≤ n≤ 100	satisfactory	15	62,5%	22	92%
2	0 < n < 70	unsatisfactory	9	37,5%	2	8%

Based on the results of the analysis, it showed that the implementation of the rally coach and find someone who model can improve the results of social studies in grade four. Results were in accordance with the opinion of Malawi(in Susanto, 2013) that the study results can be interpreted as the success rate of students in the study of school subjects stated in the score obtained from the test results to know a particular subject matter. Increase student learning outcomes of the first cycle to the second cycle this is because students do not get bored with the implementation of learning rally coach and find someone who models because of this learning can make students active in class and in the end the students were able to understand a particular material.

At the end of each cycle I and II, students were asked to fill a questionnaire in response to the implementation of the rally coach and find someone who model. Results in the first cycle were 29.16% and the second cycle of 100%. This shows an increase of 70.84%. In addition to the questionnaire, the researchers also conducted interviews with students regarding the implementation of the rally coach and find someone who model is given to all students who are taken only from the second high-ability students and 2 students who are less capable. The results turned out to students enjoy participating in the learning model rally coach and find someone who can work together because, responsible, respect the opinions of others and build of ideas.

Learning becomes meaningful for the students to experience themselves in understanding the material such as frequently asked questions, corrections, praise, listening to others' opinion and discussion. They deliver an opinion or what they already know and then through the teacher's guideline, the opinion discussion results straightened out so that their understanding of the same in accordance with the opinion of Ausubel (in Rudi, 2011) that meaningful learning is the process of linking information or new material with concepts that already exist in the structure cognitive. One characteristic of meaningful learning is that students are directly involved in creating a situation in learning, this is in accordance with the opinion of Ali (in Warsono and Haryanto, 2014) that the study of teaching can be said to be significant if there are traits learned as follows: (a) the involvement of students in preparing or planning a learning process, (b) the involvement of the intellectual and emotional students, either through experience, analyse, act and attitude formation, (c) the participation of students creatively in creating a situation that is suitable for the learning process, (d) the teacher acts as a facilitator and coordinator of student learning activities, using multi method and multimedia. Active learning is simply defined as a method of teaching that involves students actively in the learning process. Active learning condition always performs meaningful learning experiences and constantly thinking about what to do during the learning (Warsono and Haryanto, 2014).

Learning which use rally coach and find someone who models can be applied to Social Studies learning. The results of this study are supported by Sholihat (2013) which stated that using find someone who models makes the atmosphere in the classroom to be enjoyable and not boring, Nurhaniyah (2015) also stated that the implementation of the find someone who model can improve motivation and perseverance of students in learning, Rahayu (2014) and Indiantika (2015) mentions that the rally coach learning model can improve students' learning outcomes.

IV.   Conclusions And Recommendations

Based on the findings and discussion, we can conclude that: the implementation of the rally coach and find someone who model in a social studies lesson for the fourth grade students by teachers and students has been well applied, it is viewed from the observation of the syntax learning implementation by teachers and students in two cycles. The implementation of rally coach and find someone who models for the fourth grade of social studies learning can enhance social skills of students. The implementation of rally coach and find someone who models in a social studies teaching for the fourth grade students can improve student learning outcomes for social studies, it is viewed from as many as 22 students who pass the passing grade out of 24 students. Rally coach and find someone who in the fourth grade students learning social studies can enhance the meaningfulness of students' learning outcomes. The response of fourth grade students with the implementation of the rally coach and find someone who in learning activities result is that 24 students leave high response due to the implementation of this model students learn with fun and not boring.

The recommendations in this study are: the teachers are suggested to improve the social skills of the students which also can improve student learning outcomes. In the use of this model, it is recommended that teachers have to master the syntax. In addition, teachers should be able to apply the model in other subjects. For principals, it is recommended to hold a program for teachers to discuss various models of learning, so that the learning process is not monotonous by using only one model. For students, it is advisable to apply the rally coach and find someone who model properly so that the perceived benefits and objectives of the learning model. Lastly, for further researchers, they are expected to develop research, especially using the rally coach and find someone who models.

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