



Application of Cooperative Learning Method Field Market Type to Improve Students Learning Outcomes in the Subject Pkwu At Sman 2 Kuta Baro

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ABSTRACT

This research focuses on the application of Field Market type cooperative learning method to improve the activeness and cognitive learning outcomes of students in Class XI Social Studies in the subject of Workshop and Entrepreneurship. The purpose of the study was to evaluate the effectiveness of Field Market type cooperative learning method in improving students' learning outcomes, as well as to observe the changes that occur in the level of student activeness after the application of the method. This research is a type of classroom action research, involving students of Class XI Social Studies as the research subjects. Data on student activeness was collected through observation during the learning process, while data on student learning outcomes was obtained through tests conducted before and after the application of this method. The results showed a significant increase in student activeness during the learning process after the application of the Field Market method. In addition, students' cognitive learning outcomes also showed improvement after this method was applied. The results of independent sample T-test showed that there was a significant difference in students' learning outcomes before and after the application of Field Market cooperative learning method. This finding indicates that Field Market cooperative learning method is effective in increasing students' active participation and supporting the achievement of better learning outcomes. Thus, this method can be relied upon as an effective and relevant approach to be applied in the learning of Workshop and Entrepreneurship.

INTRODUCTION

One element of education that plays an important role in influencing the development of academic potential and abilities in students is educators (teachers). A professional educator in the field of education has the main task to educate, teach, guide, direct, train, assess, and evaluate students in the context of formal education Putra, Djuwita, and Juarsa (2019).

According to Wendi, Okianna, and Syahrudin (2021) national education standards, a teacher is required to master four basic competencies: pedagogical, professional, personality, and social competencies. A teacher's professionalism is not only measured by his ability to deliver material, but also by his ability to create a conducive classroom atmosphere and manage the class well.

Workshop and entrepreneurship lessons play an important role in preparing students to become creative, innovative, and entrepreneurial Ramadanti et al. (2022). However, learners often have difficulty connecting theoretical concepts with the real world. Conventional learning methods are often insufficient to facilitate in-depth and practical learning experiences. Therefore, a more contextualized approach is needed, such as the Field Market Cooperative Learning Method, which can take students out of the classroom and connect learning to everyday life.

It is very important to implement a learning system that directly involves the active role of students in the teaching and learning process, with the aim of increasing student participation and learning outcomes in workshop and entrepreneurship subjects. Evita (2018). One way to achieve this is by applying appropriate learning methods for students. The Field Market method is one approach that involves students actively in the learning process. .

The results of observations made by researchers, researchers found data that at SMAN 2 Kuta Baro there are still often found teachers who dominantly use the lecture method in delivering learning materials in class, some students are also less active in the learning process, especially in Workshop and Entrepreneurship subjects. Students in the classroom just follow the lesson without responding and asking questions to the teacher. Students are also often noisy and pay little attention to the teacher when the lesson takes place, this happens because teachers rarely use methods or media in learning.

Based on the above background, the researcher is interested in conducting research related to "Application of Field Market Type Cooperative Learning Methods to Improve Student Learning Outcomes in PKWU Subjects at SMAN 2 Kuta Baro" to compare what the learning atmosphere in the classroom is like when the Workshop and Entrepreneurship subject takes place using the field market type cooperative method.

LITERATURE REVIEW

1. Cooperative learning

Cooperative learning is a learning model that focuses on student cooperation to achieve learning objectives, therefore, learning strategies should be designed in the form of cooperative learning so that students have the opportunity to collaborate, have different ideas, and gain shared learning experiences Sulastri and Rochintaniawati (2009).

2. Field market

Field market is a marketing strategy that focuses on direct interaction with target consumers in the places they visit every day. This approach involves marketing and promotional activities in physical locations, such as shopping centers, community events, festivals, or other public locations. The main objectives of field markets are to create direct interaction between brands and consumers, build brand awareness, and improve products or services (Santos et al. 2020).

1. Learning Outcomes

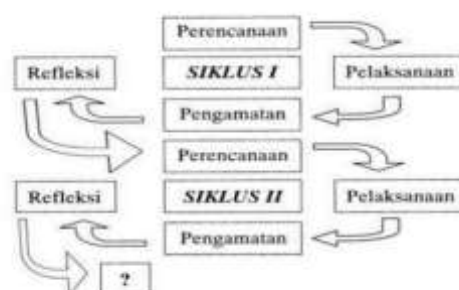
Learning outcomes are the gains obtained because of the activity of changing colors into goods (Purwanto, 2011). So, learning outcomes are the ability to capture the meaning or meaning of something learned. Evaluation of learning outcomes is basically one part of educational evaluation. Evaluation of learning outcomes is not only on outcomes but also includes the teaching and learning process. Then the evaluation of learning outcomes is not only an evaluation carried out in the classroom, but also learning activities carried out anywhere Matondang, Djulia, and Simarmata (2019). So the evaluation of learning outcomes does not only focus on learning outcomes in the classroom, but more broadly from a variety of learning activities wherever organized.

2. Workshop and Entrepreneurship (PKWU)

Workshop is a subject that focuses on developing students' skills and creativity in designing, making and applying products. According to Sudjana and Rivai (2010), workshops include activities to design, produce, and evaluate products that have useful, aesthetic, and innovative values. The purpose of this workshop is to train students' creativity, innovation, and solution-seeking skills.

METHODOLOGY

In this study researchers used classroom action research (PTK). Researchers use this method because PTK is carried out in the classroom when the learning process is taking place. This research is a Classroom Action Research (PTK) conducted in two cycles. the implementation of classroom action research refers to the opinion of Arikunto (2012) as follows:



This research was conducted at SMAN 2 Kuta Baro in Gampong Cot Raya, Kuta Baro District, Aceh Besar Regency. The research lasted for approximately 1 month. This research place is adjusted to the wishes of the

researchers themselves because they have done MBKM activities at the school and researchers see that there are several problems that must be improved, one of which is student learning outcomes.

The subjects in this study were students of Class XI IPS, Determining the subject was obtained based on the results of discussions with subject teachers at school and also during the researchers conducted MBKM activities in the class there was a lack of interest in learning in each student. The object of this class action research is student activity and student learning outcomes in the subject of workshop and entrepreneurship class XI IPS SMAN 2 Kuta Baro which amounted to 23 students using cooperative learning model type field market. Data collection techniques in this study used observation sheets, tests and documentation. In this study, researchers used checklist observation to collect what appears in the research field. The indicator is marked in the form of a check mark. The researcher marked the indicator with the information "5 very good, 4 good, 3 sufficient, 2 less, 1 very less. indicators that need to be considered by researchers.

1. Test Assessment

Students can be said to be complete in learning if they have absorption of at least the total score while classical learning completeness according to Maharani (2020) can be said to be complete if they can achieve absorption of 85% of all students who take part in the learning, Data can be analyzed by the following formula:

To calculate the average value, the formula is used: Sudjana (2010):

$$\bar{x} = \frac{\sum x_i}{N}$$

Keterangan :

\bar{x} = Class average score

$\sum x_i$ = Number of student test scores

N = Total Student

Then for individual and classical completeness

$$P = \frac{\sum \text{correct answer}}{\sum \text{Number of questions}} \times 100 \%$$

$$P = \frac{\sum \text{students who are complete}}{\sum \text{Number of learners}} \times 100 \%$$

Student learning completeness follows the Minimum Completeness Criteria value set by the school, namely KKM $\geq 75\%$.

Table 3.2 Criteria for student learning outcomes:

Average Score	Letter Grade	Criteria
80 - 100	A	Very good
66 - 79	B	Good
60 - 65	C	Fair
46 - 59	D	Deficient

0-45	E	Failed
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RESEARCH RESULT

The research was conducted in two cycles lasting approximately 1 month at SMAN 2 Kuta Baro. In this study, long before taking action, the researcher first made preliminary observations in the class under study, saw and discussed the sub-chapter that would be taught to students, after discussing with the subject teacher, the researcher finally decided to take the craft chapter because to continue the material that had been taught by the subject teacher in order to accelerate the research action.

1. Pre-Action of Field Market Type Learning

The researcher observed the learning process in class XI IPS at 08.10 to 09.40 WIB. The study began with observations to understand the characteristics of students and identify the level of success and obstacles they face, especially in learning the subject of Workshop and Entrepreneurship. Before the study was conducted, the approach used by the teacher did not involve learning methods that were not sufficient enough. There was a lack of learning attractiveness, low student activeness, minimal interaction between teachers and students, and class disruption. In addition, teachers tend to only deliver subject matter and then immediately give questions to students without involving more active interaction. Students were often noisy, so the teacher felt the need to maintain order by reducing direct interaction. At the end of the learning session, the researcher evaluated the students' learning outcomes to assess their understanding of the material taught.

1. Cycle I Learning Process

a. Planning Stage

Before starting Cycle I activities, researchers first planned Cycle I activities, including the preparation of lesson plans (RPP), learning tools, learning process observation sheets and learning process evaluations. Before carrying out cycle I actions, the researcher first gave a pretest to measure the ability level of students. The following are the results of the students' pretest.

b. Action Stage

At this stage the researcher implements learning following the scenario and lesson plans that have been previously arranged. Implementation of cycle I action as many as 2 meetings and each meeting takes about two hours of lessons.

1) First Meeting of cycle 1

The first meeting was held on May 22, 2024 at 08.40-10.40 WIB followed by 23 students. The learning material presented is focused and explained briefly.

a. Introduction

a) The teacher starts the lesson by saying greetings and followed by prayer

with the students

- b) The teacher leads the prayer at the beginning of the lesson
- c) The teacher records students' attendance
- d) The ability to read for 15 minutes while reading a book
- e) The teacher explains what are the objectives that must be achieved by students during the teaching and learning process
- f) Provide an overview of mastering this material as a basis for mastering other material
- g) Give awards to students who dare to talk to the teacher about the material being presented
- h) Explaining the learning model that will be learned, namely cooperative field market type.
- i) Ask questions with students about the purpose and benefits of learning
- j) Dividing the students into 4 groups and each group consists of 5-6 people.

b. Core Activities

The researcher will explain the learning activities that will be carried out at this meeting.

- a) The teacher groups the participants in four groups.
 - b) Each group is given materials for processing waste build space
 - c) Learners are divided into 4 groups heterogeneously based on active-passive. Each group consists of 5-6 people.
 - d) The teacher invites students to gather with their groups.
 - e) The teacher explains the rules of this method.
 - f) Group representatives are asked to come forward to draw lots.
 - g) The group of sellers with each product are:
 - Group 1 : making kasab aceh fan from cardboard boxes
 - Group 2: made a home piggy bank from cardboard and wrapping paper
 - Group 3: making rice pots from coconut shells
 - Group 4: making tissue boxes from cardboard and flannel fabric
- The material reviewed from cycle I learning at the first meeting includes:
- a) Students who become buyers are given the task of making shopping baskets from cardboard as a place to attach their shopping results.
 - b) Students are invited to gather according to their groups, explore the topics obtained and discuss them.
 - c) Students are asked to record the tasks in the product making group to be done by the group outside of class hours.
 - d) Students are asked to fill in a personal assessment of the performance of their group members in the format given by the teacher.

c. Closing

- a) The teacher and students together summarize the learning outcomes of the learning at the meeting.
- b) Teacher and students together reflect on the learning material at the meeting.
- c) The teacher informs the students about the topic that will be discussed at the next meeting.

d) The teacher gives greetings and leaves the class.

2) Second meeting of cycle I

The second meeting was held for 1 meeting. This meeting starts at 09.40-10.40 with 23 students. The implementation of learning implementation is as follows:

a. **Introduction**

- a) The teacher opens with greetings followed by students praying together
- b) The class leader leads the prayer when starting learning
- c) The teacher records student attendance
- d) Literacy for 15 minutes reading books
- e) The teacher explains the learning objectives that students must achieve
- f) Conveying the outline of mastering this material as a basis for mastering other materials
- g) Provide apperception to students regarding the material to be conveyed
- h) Ask questions about the learning objectives and benefits

b. **Core Activities**

- a) The teacher outlines the activities that will be discussed at this meeting.
- b) The teacher guides students to sit according to the groups that have been distributed at the previous meeting.
- c) Each group divides the task, namely 2 people guarding the stand 1 person acts as a buyer of information to other groups, 2 people write the results of the information obtained in other groups.
- d) Finally, students present the results obtained from other groups in order to find out how capable students understand the explanations of peers and can also make students more active in the teaching and learning process.

c. **Closing**

- a) The teacher and students summarize the learning material at the meeting.
- b) The teacher and students reflect together on the learning material at the meeting.
- c) The teacher informs the students about the topic that will be discussed in the next meeting.
- d) The teacher says greetings and leaves the class.

Observation Stage

The researcher observed the learning process of Workshop and Entrepreneurship (PKWU) using Field Market type cooperative learning method. This observation used an observation sheet specifically designed to assess student engagement. In the preparation stage, the researcher delivered the group learning objectives and motivated the students.

In the core activities, the researcher provided material to the students of class XI IPS. In Cycle I, learning outcomes have not been achieved optimally. Of the 13 indicators used as observation material, several indicators have a low percentage based on the results of observations in the form of observation

sheets that have been made. The highest criterion in Cycle I was the indicator of attention to the explanation of the material presented by the teacher. On average, the learning process cannot be said to be successful, because students who actively participate have not reached the criteria for successful action, namely 75%, while in Cycle I it only reached 57.5%. In Cycle I, student activity was more likely to be in the passive category.

3. Cycle II Learning Process

1) Planning Stage

Before cycle II was carried out, the researcher evaluated the teaching and learning process with the teacher. The results of the evaluation from cycle I were used to improve the learning that would be carried out in cycle II, the sub-material taken was about product promotion strategies for local food processing businesses from vegetable and animal food ingredients.

At this stage the researcher determines the implementation in cycle II. The implementation of cycle II research was carried out in 2 meetings. The first meeting was held at 09.40-10.40 with 23 students. The implementation of learning implementation is as follows:

Introduction

- a) The teacher begins with a welcome and is followed by a prayer together by the students
- b) The teacher leads the prayer at the beginning of the lesson
- c) The teacher records student attendance
- d) The ability to read for 15 minutes while reading a book
- e) The teacher explains the learning objectives that students must achieve
- f) Provide an overview of mastering this material as a basis for mastering other material
- g) Giving appreciation to students for the material presented
- h) Explaining the field market type cooperative learning model.
- i) Ask and answer about the learning objectives and benefits

b. Core Activities

- a) The teacher outlines the activities that will be discussed at this meeting.
- b) The teacher guides students to sit according to the groups that have been distributed at the previous meeting.
- c) Each group divides the task, namely 2 people guarding the stand 1 person acts as a buyer of information to other groups, 2 people write the results of information obtained in other groups.
- d) Finally, students present the results obtained from other groups in order to find out how capable students understand the explanations of peers and can also make students more active in the teaching and learning process.

c. Closing

- a) The teacher and students summarize the learning materials in the meeting.

- b) The teacher and students reflect together on the learning material at the meeting.
 - c) The teacher informs the students about the topic that will be discussed in the next meeting.
 - d) The teacher says greetings and leaves the class.
- a. Observation

Researchers and teachers made observations to evaluate the learning process and student learning outcomes in PKWU subjects using the cooperative learning method of field market type. Observations and texts made by researchers were used to observe the learning process.

In the implementation of cycle II, it was seen that the students were very enthusiastic in carrying out the learning. In the core activities of cycle II, learning was carried out outside the classroom precisely in front of the class and began with students starting to prepare tables for Field market activities in front of the class and bringing the results of processed materials that had been made. Then the researcher guides students to carry out field market activities to students, there is also interaction between students to respond to the processing results of their friends. The method planned by the researcher is considered to be able to provoke students to express their opinions which are used due to the limited facilities owned by the school.

The closing activities consisted of giving assignments, reviewing the material, and ending the learning. The assignment in the first cycle served to determine the extent to which students were able to absorb the material with the cooperative method of the field market type. In Cycle II, researchers gave a test in the form of a post-test which was given individually. The purpose of this test was to measure the progress of each individual so that it could be known which group obtained the highest score in Cycle II. Observations were made by researchers to evaluate the extent to which the learning process of students in understanding workshop and entrepreneurship lessons by using the cooperative method of field market type. Researchers' observations were carried out in teaching and learning activities starting from cycle I to cycle II. The results of observations in cycle I to cycle II can be seen in the following table:

Table 1 Results of Recapitulation of Learning Score Comparison

Name	Pre-cycle Average	1st cycle average	Cycle II average
Arita	50	60	90
Aura Adila	40	50	80
Diara Afriansyah	80	90	100
Hardiansyah	80	80	80
Ibnu Surajj	50	60	100
M. Andre Syahputra	80	90	80
Marmunadi	80	80	60
Muhammad Aswir	40	40	80
Muhammad Raja Alfarisi	50	60	90
Nadivatul	40	60	100
Nasruddin	80	80	100

Nuraini	80	80	80
Rahmad Fadullah	50	50	80
Rahmad Juliansyah	60	60	60
Rahmad Salbilal	50	50	80
Safatul Rida	80	90	80
Salman Alfarisyi	50	60	90
Sarah Amalia	90	80	80
Ulva Khairina	60	60	100
Zaukiati	80	80	70
Rahmad Hidayat	50	90	80
Mufazil	60	60	90
Syifa Urrahma	60	70	80
Total Score	1440	1580	1930
Average	62	68	84

From the table above, it can be seen that in Cycle II, learning success has been maximally achieved. Of the 13 indicators observed, there were 4 indicators that were at low criteria. The highest criteria in Cycle 2 were found in one indicator, namely students learning from the surrounding environment. The lowest percentage, which is 50.00%, is in the indicator Students thoroughly master the material. On average, the learning process is said to be successful because students are actively involved in achieving the success criteria for action, namely 75.00% in accordance with the success indicators set by the researcher, while in Cycle II it only reached 75.00%. In Cycle II, student activity was included in the active category.

a. Reflection

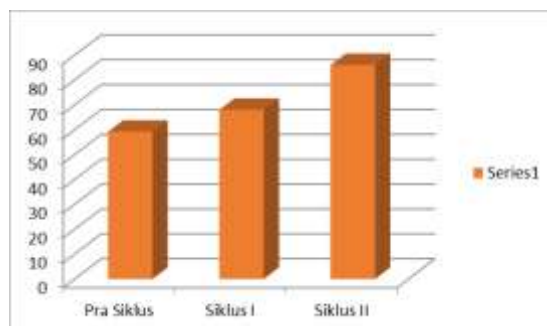
Based on student learning outcomes in PKWU subjects, Cycle II was considered successful because the number of students who achieved a minimum score of 80% and student participation in the learning process was 77%, which met the established success criteria. Researchers jointly reflected on the implementation of actions in Cycle II and identified obstacles that still arose. The challenges in this Cycle II action are:

- a) Learners are less focused on paying attention to the teacher's explanation when learning takes place.
- b) Learners are still less able to solve the problems given to each group without the help of the teacher.

Researchers and teachers collaborate to reflect on the implementation of actions in cycle II and evaluate the obstacles that are still encountered. This reflection is used to refine and formulate corrective actions.

Student Learning Outcomes

The learning outcomes of students in Class XI IPS Prakraya learning on the sub-material of product promotion strategies for building waste business in the form of building space and product promotion strategies for local food processing businesses from vegetable and animal food ingredients in PKWU subjects in the 2023/2024 school year. The following is data on student learning outcomes.



Based on the picture above, it can be seen that the class average value has increased in each cycle. In the pre-cycle before Cycle I, there was a class average value but had not reached the KKM because the class average value was still < 75 and there was also an increase in the class average value but had not yet reached the success criteria, namely ≥ 75 . In Cycle II this was indicated by an increase in the class average value which reached the KKM because the class average value was ≥ 77 .

Table 2 Hypothesis Test Correlations

		Cycle II	Cycle I
Pearson Correlation	Cycle II	1,000	-0,099
	Cycle I	-0,099	1,000
Sig. (1-tailed)	Cycle II	.	0,326
	Cycle I	0,326	.
N	Cycle II	23	23
	Cycle I	23	23

Based on the table of Independent Sample T-Test test results above, it can be seen that the significant value (2-tailed) is 0.326. So there is a significant difference between student learning outcomes before and after the application of the Field Market type cooperative learning method in PKWU subjects at SMAN 2 Kuta Baro where the value of the pre-cycle < cycle I and II ($0.011 < 0.326$).

After the independent sample T-test test, it can be concluded that the Null Hypothesis (H_0) which states that "There is no significant difference in student learning outcomes before and after the application of the Field Market type cooperative learning method" is rejected. While the Alternative Hypothesis (H_a) which states that "There is a significant difference in student learning outcomes before and after the application of the Field Market type cooperative learning method" is accepted.

This shows that the application of Field Market type cooperative learning method significantly improves students' learning outcomes. The value of students' learning outcomes after the application of this method (in cycles I and II) was higher than the value before its application (pre-cycle), with a comparison of $0.011 < 0.326$, which indicates a significant improvement in student performance.

DISCUSSION

This study aims to determine the effect of applying the Field Market type cooperative learning method in improving student learning outcomes in the subject of Workshop and Entrepreneurship (PKWU) at SMAN 2 Kuta Baro. Based on the results of data analysis using the Independent Sample T-Test test, a significance value of 0.011 was obtained, which means that there is a significant difference between student learning outcomes before and after the application of the Field Market method. Thus, the alternative hypothesis (H_a) is accepted, which states that this learning method is effective in improving student learning outcomes.

The Field Market cooperative learning method allows students to learn through practical activities in a simulated market, where they can interact, discuss and apply entrepreneurial skills directly. This is in line with constructivism theory that emphasizes the importance of social interaction in the learning process Thornhill-Miller et al. (2023). This learning provides space for students to be more active in the learning process, develop critical thinking skills, and improve communication and collaboration skills.

This is also in line with previous research research conducted at SMKN 2 Banda Aceh by Mukhlis (2022) showing that the application of Market Place Activity improves student learning outcomes on average class to increase every cycle. In the context of entrepreneurship learning, students' ability to collaborate and compete in a real market simulation helps them to understand the concepts taught more deeply.

In addition, this research supports the results of Fadhilah, Ahmad, and Fitriana's (2018) study conducted in Aceh, precisely at SMK 3 Banda Aceh, where practice-based learning methods have a positive impact on student learning motivation. At SMAN 2 Kuta Baro, the application of the Field Market method not only improved learning outcomes, but also motivated students to participate more actively in learning activities.

Feedback from students and teachers also showed that the method was well received. Students reported that they felt more motivated and interested in the lessons, while teachers saw improvements in student participation and understanding. Teachers also reported that this method helped them manage the class more effectively and made learning more dynamic. However, this study also has some limitations. One of them is that the sample is limited to one class in one school, so the results may not be generalizable to a wider population.

In addition, the limited time of the study prevented the researchers from seeing the long-term impact of this method. Future research could address these limitations by using a larger sample and a longer research period. Recommendations for future research include testing this method across different levels of education and different subjects.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it can be concluded that the application of cooperative learning methods of the field market type is effective

to improve student learning outcomes and there is a significant difference between student learning outcomes before and after the application of cooperative learning methods of the field market type in PKWU subjects at SMA Negeri 2 Kuta Baro. This is evidenced by the gradual increase in student learning outcomes from pre-cycle with the achievement of 39% of students who successfully achieved KKM, increasing in cycle I with 43% of students who successfully achieved KKM and in cycle II as many as 87% of students who successfully achieved KKM. The results also showed a significant difference between student learning outcomes before and after the application of the field market type cooperative learning method in PKWU subjects at SMA Negeri 2 Kuta Baro as evidenced by the significance value before the application of the field market type cooperative learning method was 0.000 and the significance value after the application of the field market type cooperative learning method was 0.326. This means that student learning outcomes have increased significantly. This means that student learning outcomes have increased significantly before and after the application of the field market type cooperative learning method in PKWU subjects at SMA Negeri 2 Kuta Baro.

The school and teachers are advised to consider the application of Field Market type cooperative learning method in other subjects and in different classes to explore the effectiveness of this method.

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