IMPLEMENTATION OF THE SELF ORGANIZED LEARNING ENVIRONMENT (SOLE) LEARNING MODEL TO IMPROVE STUDENT'S LEARNING OUTCOMES IN ACCOUNTING AT SMK KOPERASI YOGYAKARTA IN THE ACADEMIC YEAR OF 2022/2023

IMPLEMENTASI MODEL PEMBELAJARAN SELF ORGANIZED LEARNING ENVIRONMENT (SOLE) UNTUK MENINGKATKAN HASIL BELAJAR SISWA AKUNTANSI DI SMK KOPERASI YOGYAKARTA TAHUN PELAJARAN 2022/2023

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Abstract

This research aims to improve Student Accounting Learning Outcomes using the Self Organized Learning Environment (SOLE) learning model. This research is a type of classroom action research with a quantitative approach. This research was conducted in two cycles consisting of four stages, namely planning, action, observation, and reflection. The research subjects were students of class XI AKL at SMK Koperasi Yogyakarta in the Academic Year 2022/2023. Data collection techniques used were tests (pre-tests and post-test) and field notes. The result obtained from this study shows that the Accounting Learning Outcomes has increased. A comparison of the average values of the post-test and pre-test in each cycle. The average values of the pre-test in cycle I is 48.24, increases to 72.94 in the post-test or increase by 24.70. In cycle II, the average pre-test score is 46.67, rising to 78 in the post-test or increase by 31.33. Class Classical Completeness in the pre-test cycle I of 5.88% increases to 58.82% in the post-test or an increase of 52.94%. In cycle II, the Classical Class Completeness of the pre-test learning outcomes is 20%, rises to 80% in the post-test or increasing by 60%. It can be concluded applying the Self Organized Learning Environment (SOLE) Learning Model can improve the Accounting Learning Outcomes of Class XI AKL Students in SMK Koperasi Yogyakarta.

Keywords: Learning outcomes, SOLE, Learning Model

Abstrak

Penelitian ini bertujuan untuk meningkatkan Hasil Belajar Akuntansi Siswa menggunakan model pembelajaran Self Organized Learning Environment (SOLE). Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) dengan pendekatan kuantitatif. Penelitian ini dilakukan sebanyak 2 siklus yang terdiri dari 4 tahapan yaitu perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas XI AKL SMK Koperasi Yogyakarta Tahun Ajaran 2022/2023. Teknik pengumpulan data yang digunakan yaitu catatan lapangan dan tes yang terdiri dari pre-test dan post-test. Hasil yang diperoleh dari penelitian ini adalah Hasil Belajar Akuntansi mengalami peningkatan. Ditunjukkan dengan perbandingan nilai rata-rata post test dan pre test pada tiap siklus. Nilai rata-rata pre test pada siklus I sebesar 48,24 meningkat menjadi 72,94 pada post test atau meningkat sebesar

24,70. Pada siklus II nilai rata-rata pre test sebesar 46,67 meningkat menjadi 78 pada post test atau meningkat sebesar 31,33. Ketuntasan hasil belajar pada pre test siklus I sebesar 5,88% meningkat menjadi 58,82% pada post test atau meningkat sebesar 52,94%. Pada siklus II ketuntasan hasil belajar pre test sebesar 20% meningkat menjadi 80% pada post test atau meningkat sebesar 60%. Jadi, dapat disimpulkan penerapan Model Pembelajaran Self Organized Learning Environment (SOLE) dapat meningkatkan Hasil Belajar Akuntansi Siswa Kelas XI AKL SMK Koperasi Yogyakarta.
Kata Kunci *: Hasil Belajar, SOLE, Model Pembelajaran*

INTRODUCTION

Learning outcomes are changeable in behavior in the form of improvement and better development than before, from not knowing what happens to a person that can be observed and measured in the form of knowledge, attitudes, and skills (Hamalik, 2010). Learning outcomes are essential and a strategy in teaching and learning activities because the assessment of learning outcomes can show how well students understand the material taught by the teacher and can be used as a reference to determine the level of success of teachers in learning (Kunandar, 2014).

Learning outcomes can be known through the assessment of learning outcomes, one of which is a learning achievement test. In the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 21 of 2022 concerning Educational Assessment Standards in Early Childhood Education, Basic Education Levels, and Secondary Education Levels, article 4 paragraph 1 states that the formulation of assessment objectives pays attention to harmony with the goals learning that refers to the curriculum used by the Education Unit. Article 4, paragraph 2 states that the results of the formulation of the assessment objectives are included in the lesson plan (RPP). From this statement, learning outcomes are successful if the learning objectives are achieved.

Learning outcomes, in general, are changes in behavior resulting from broader learning covering the cognitive, emotional, and psychomotor domains (Sudjana, 2016). Teachers assess cognitive learning outcomes more because they relate to students' abilities to understand the material. Schools have standards to determine whether learning outcomes are successful by establishing Minimum Completeness Criteria (KKM). Students are said to be successful in learning if they get a score greater than or equal to the KKM, but the success of learning in the classroom has its provisions. Classroom learning outcomes are said to be successful if classical completeness is > 75% of students who have completed their studies (Trianto, 2012).

Based on pre-observations conducted with the teacher of the Financial Accounting subject at SMK Koperasi Yogyakarta, it was known that the cognitive learning outcomes in the Financial Accounting subject for Class XI AKL at SMK Koperasi Yogyakarta were still low. This were shown by the daily scores of students, that 9 out of 19 students or 47% of students score below the KKM. Class classical completeness is 52.63%, lower than 75%, so learning outcomes can be said to be low or not optimal. According to Dimyati & Mulyo (2012), low learning outcomes can be caused by various internal and external factors.

One of the factors that make the low learning outcomes of class XI AKL students at SMK Koperasi Yogyakarta is the teaching and learning process which is not optimal. This is known from initial observations in interviews with students of class XI AKL at SMK Koperasi Yogyakarta and classroom observations during the learning process. From the results of the interviews, it was known that students felt bored with learning because the teacher only uses the lecture learning model and learning modules. The lecture learning model is dominated by the teacher, where the teacher was still the primary source of learning (teacher-centered). The use of the lecture learning model is repeatedly causing students boring. In addition to interviews

with students, researchers also conducted direct observations in class and found that students tended not to pay attention during the teaching and learning process. Students were chatting with their friends, playing on their mobile phones, listening to songs with earphones, and even sleeping. From what researchers observed, teachers still use teacher-centered and traditional lecture methods that make students feel bored and unable to focus on attending lessons.

According to the problems above, the main problem that must be solved is the low student learning outcomes of accounting. To get good learning outcomes, it takes effort so that the learning process can work well. This problem must be solved immediately by choosing a suitable learning model according to the needs of students. In the problem above, it is known that students feel bored with the teacher's lecture learning model, so a more innovative learning model is needed with students as the center of learning. The learning model refers to the approach used, including learning objectives, learning environment, and class organization. It can be defined as a conceptual framework that describes systematic steps in organizing learning activities to achieve learning goals (Joyce & Weil, 2009). The learning model used in this study is the Self Organized Learning Environment (SOLE) Learning Model.

The Self Organized Learning Environment (SOLE) learning model is chosen because it has a theoretical basis expressed by Mitra, that the Self Organized Learning Environment (SOLE) learning model combines the curiosity of someone who learns with the internet and the smart devices he/she haves. The Self Organized Learning Environment (SOLE) Learning Model is a student-centered learning model (Suciati, 2021). This statement is an alternative to the causes of learning outcomes problems, namely the teacher-centered learning model. According to Rasidah (2020), the Self Organized Learning Environment (SOLE) learning model aims to have competencies according to the 2013 curriculum, namely: Have the ability to think critically; Have the ability to think creatively; Have the ability to solve problems; Have the ability to communicate.

The steps for implementing the SOLE learning model are as follows (Marlina, 2021): big question, investigation, and review. In detail, the steps of the SOLE learning model consist of (Mitra): (a) Ask questions related to the material to stimulate student curiosity; (b)students form small groups of 3-5 people; (c) Exploration and investigation of students using the internet (d) Monitoring; (e) Presentation of exploration and investigation results; (f) Evaluation of presentation results. Based on the problem, problem formulation in this research is: Can the application of the Self Organized Learning Environment (SOLE) learning model improve students learning outcomes in Recognition and Measurement Account Receivables at SMK Koperasi Yogyakarta in the Academic Year of 2022/2023?

METHODS

This research is a Classroom Action Research (CAR) which has a collaborative between accounting teachers at the SMK Koperasi Yogyakarta and researcher. The research conducted in two cycles consisted of four stages: planning, action, observation, and reflection. This research was conducted from January to August 2022 during the first semester in the academic year 2022/2023. The research location was in SMK Koperasi Yogyakarta located on Jalan Kapas I/5 Yogyakarta.This research took the class XI AKL with a total of 19 students. The object of this research is the Accounting Learning Outcomes in the Financial Accounting subject on Measurement and Recognition of Receivables.

Data Collecting Technique in this research are Field Note and Test consisted pre-test and post test. The validity of the instrument was carried out by assessing the items to measure Accounting Learning Outcomes in the cognitive aspect by experts (expert judgment). The experts in this study were Lecturers in the Department of Accounting Education and Accounting and Teachers at the SMK Koperasi Yogyakarta.

Criteria for success indicators are marked by student Accounting Learning Outcomes in the cognitive aspect achieving completeness of at least 75% of students in the class (Mulyasa, 2013). The Minimum Completeness Criteria (KKM) set by the school is 70. Learning success can be seen from the increase in learning outcomes from the pre-test to the post-test in each cycle.

Data analysis technique was carried out quantitatively by pre-test and post-test with the following calculations:

1. Cognitive Realm

   Score $= \frac{Score}{Total\ Score}\ x\ 100$

2. Individual Learning Completeness

   Table 1. Individual Learning Completeness

Score	Information
< 70 (KKM)	Complete
≥70 (KKM)	Not Complete

3. Completeness of Classical Learning

   CCL $= \frac{the\ number\ of\ students\ who\ scored >= 70}{the\ number\ of\ students\ who\ attended}\ x\ 100$

4. Class Average

   $Average = \frac{\sum X}{N}\ x\ 100$

   Information:

   $\sum X$ = the total score of all students

   N = the number of subject

FINDINGS AND DISCUSSION

Findings

General Condition of School

SMK Koperasi Yogyakarta is located at Jalan Kapas I No. 5 Yogyakarta. Founded and initiated by Dr. Muhammad Hatta (Proclaimer of Indonesian Independence and Father of Indonesian Cooperatives) on July 19, 1958, under the name SMEA Koperasi and in 1997, changed its name to SMK Koperasi until now. SMK Koperasi Yogyakarta has three excellent expertise programs: Accounting and Institutional Finance, Online Marketing Business, and Visual Communication Design.

Description of Research Result

1. Pre-Action Activities

   Before conducting the research, the researcher conducted pre-action activities in the form of initial observations. Observations were made to see the condition of the school and the condition of the teaching and learning process in Financial Accounting lessons for Class XI AKL SMK Koperasi Yogyakarta students who would be the research subject. In particular, this observation was carried out to see the activities of teachers and students during the teaching and learning process in the classroom. From observations, it was known that the teaching and learning process was not optimal. At the time of learning, the teacher dominated the class using the teacher-centered lecture method. It impacts students; it looked like they were bored and then ignored the teacher when teaching. Those problem were

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followed by the problem of low student learning outcomes. It was known from the students' scores that they have not achieved classical completeness; in other words, classical completeness was still below 75%.

2. Cycle I

a. Planning

The preparations carried out by researchers at this stage are as follows:

1) Develop a Lesson Plan (RPP) for the essential competencies of Recognition and Measurement of Account Receivables by applying the Self Organized Learning Environment (SOLE) learning model

2) Prepare materials for Recognition and Measurement of Account Receivables. Researchers also make learning media in the form of PowerPoint that contains the materials to be studied

3) Make pre-test and post-test questions as instruments to measure accounting learning outcomes. The questions consist of 10 multiple-choice questions.

4) Validate the Lesson Plan (RPP) to the experts judgment, Mrs. Dian Noormalitasari, M.Pd. Lecturer of Accounting Education Department and Mrs. Endah Puspita Asri, S.Pd. Gr. Teacher of Financial Accounting subjects at SMK Koperasi Yogyakarta. As a result, the lesson plans can be used with revisions. After revising the first cycle lesson plan can be used in research. The results of the first cycle of RPP validation got good criteria.

5) Validating Learning Outcomes Test Questions to experts judgment, namely Mrs. Yolandaru Septiana, M.Pd. Lecturer majoring in Accounting Education and Mrs. Endah Puspita Asri, S.Pd. Gr. Teacher of Financial Accounting subjects at SMK Koperasi Yogyakarta. The result is a revision to the Learning Outcome Test Questions. After being revised, the questions can be used in research. The validation results of the Learning Outcomes Test Questions got very good criteria.

6) Determine the schedule for implementing learning activities using the Self Organized Learning Environment (SOLE) Learning Model. The schedule is set on August 10, 2022, during the third to fifth lesson hours (8.30-09.45 WIB followed by 10.15-10.45 WIB)

7) Prepare a field note format that will be used to record activities that take place in the classroom.

8) Consulting with the teacher all the preparations that have been made and the implementation of the learning process that will be carried out

b. Action

Learning Financial Accounting Materials for Recognition and Measurement of Account Receivables using the Self Organized Learning Environment (SOLE) Learning Model was carried out on August 10, 2022. Cycle I activities were carried out in one meeting with a duration of 3 hours of lessons with details of 1 lesson duration of 45 minutes and 2 hours. lessons are 30 minutes long. The difference in the duration of class hours is due to the policy of COVID-19 Prevention. Learning activities begin with the first 2 hours of lessons, namely at 08.30-09.45 WIB, then a 30-minute break and followed by 1 hour of the last lesson at 10.15-10.45 WIB. The Action Stage is carried out in class according to the Lesson Plan (RPP) that has been made which includes:

1) Preliminary and Pre-Test

The preliminary stage begins with the researcher acting as a teacher, conditioning students to sit immediately in their chairs. After the students are conducive, the teacher opens the lesson by greeting them, leading a prayer, and

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continuing with the attendance. Next, the teacher recalls the material studied previously and continues by explaining the learning objectives and the systematics of learning today. Afterward, the teacher distributed pre-test questions consisting of 10 multiple-choice questions to be worked on individually by students for 15 minutes. After the time for working on the pre-test questions is over, the students collect the answer sheets at the teacher's desk and then return to their seats.

2) Core Activities

The core activities are carried out by implementing the Self Organized Learning Environment (SOLE) Learning Model Steps which consist of:

a) Big Question

The teacher divides students into four small groups of 4-5 students and directs students to sit in groups. The teacher asks students to prepare gadgets such as laptops and smartphones that have been brought and stationery to write big questions, which include understanding accounts receivable, types of receivables, and managing accounts receivable.

b) Investigation

After stimulating students' curiosity with big questions, students divide into small groups of 4-5 students based on their chair. Students in groups look for answers to big questions on the internet using smartphones connected to Wi-Fi. Students are given the trust to organize their group members at this stage. Teachers monitor learning and assess students' attitudes in discussing and solving problems.

c) Review

At the review stage, each group is allowed to present the results of their investigation in front of the class. Students who do not present can respond to questions, criticisms, and suggestions. Each group is given one opportunity to ask the group that appears. The teacher assesses the student's ability to communicate in front of the class. After all group presentations, the teacher explains the investigation material to clarify the correct and incorrect answers

d) Evaluation

At the evaluation stage, the teacher invites students to return to their seats. Afterward, the teacher distributed the post-test questions and asked the students to work on them for 15 minutes. After the students are finished, they are collected at the teacher's desk.

3) Closing

The teacher summarizes the material that has been learned today. After that, the teacher invites students to ask questions if there is material that has not been understood. Because there were no questions, it was continued by giving an overview of the material to be studied at the next meeting. Then the teacher closed the lesson by praying and greeting.

c. Observation

The observation stage of Financial Accounting Learning Outcomes in the Recognition and Measurement of Account Receivables material is based on the pre-test and post-test cycle I result. The Minimum Completeness Criteria (KKM) in this material is 70.

Score Category	Pre-Test Frequency	Pre-Test %	Post-Test Frequency	Post-Test %	Increase in Average Value
S ≥ 70	1	5,88%	10	58,82%	
S<70	16	94,12%	7	41,18%	
Jumlah	17	100%	17	100%	
Average Value	48,24		72,94		24,70

Table 2. Cycle I Learning Outcome

Source: Processed Primary Data
Information: S = Score

This action has not been said to be successful because student learning completeness is still below 75%. Then it must be continued to cycle II with the hope that the indicators of the success of the action can be achieved.

d. Reflection

Based on the results of the first cycle of research, there are several obstacles in its implementation, namely:

1) During group learning, some group members do not participate in the discussion and do not do group assignments.
2) The results of student investigations obtained from the internet are too broad. Students do not summarize the material found but immediately record as much as they get on the internet, causing a longer investigation time.
3) Some students continue to play on smartphones and do not pay attention at the review stage.
4) The projector LCD cannot be connected to the teacher's laptop, so it takes time to connect it.

The results of this reflection are then used to improve activities in cycle II. The following are the efforts made to be implemented in cycle II:

1) At the preliminary stage, the teacher provides more motivation so that students are more interested in participating in the learning process
2) The big questions given by the teacher are more focused on the material that must be studied and give tips on finding material on the internet so that students can find appropriate answers. The teacher also reminds students to write down their answers briefly.
3) The teacher pays more attention and admonishes students playing on smartphones at inappropriate times to save their smartphones first.
   If the LCD projector still cannot be connected, the teacher can send material via WhatsApp to students, and students can open the material with their smartphones.

3. Cycle II
   a. Planning

   The preparations carried out by researchers at this stage are based on improvements from the deficiencies obtained from the first cycle.

b. Action

Learning cycle II was carried out on August 11, 2022. The Action Phase is carried out in class according to the reflection of the first cycle and the lesson plan that has been made, which includes:

1) Preliminary and Pre-Test

The preliminary stage begins with the teacher conditioning the students to sit in their chairs. After the students are conditioned, the teacher opens the lesson by greeting, praying, and making attendance. Three students did not attend, with details of 1 student being allowed and two being sick. After that, the teacher conveys the learning objectives and the systematics of learning today. The teacher reminds the material studied in the first cycle, followed by motivating students by asking simple questions and answers about the material being studied. Next, the teacher distributes pre-test questions to be worked on individually for 15 minutes. After the students finished working, the answer sheets were collected at the teacher's desk.

2) Core Activities

The core activities are carried out by implementing the Self Organized Learning Environment (SOLE) Learning Model Steps which consist of:

a) Big Question

Students immediately sit in groups according to the groups in cycle I. The teacher asks students to prepare gadgets such as laptops and smartphones that have been brought and stationery to write big questions, which include what must be known if a company wants to measure and recognize receivables. The teacher gives points to look for so that the material is focused. The teacher also provides suggestions for finding material on the internet, not only from written sources but also from video sources.

b) Investigation

In the investigation stage, students divide into small group as in cycle I. The teacher gives confidence to the students to organize their group members. Each group looks for answers to big questions using smartphones and the internet and then writes them down on paper. The teacher monitors learning and assesses students' attitudes in discussing and solving problems.

c) Review

At the review stage, each group is allowed to present the results of their investigation in front of the class. Besides that, each group had almost the same answers. The teacher assesses the student's ability to communicate orally. After all group presentations, the teacher explains the investigation material to clarify the correct and incorrect answers.

d) Evaluation

At the evaluation stage, the teacher distributed post-test questions to be done individually for 15 minutes. After the students finished, the answer sheets were collected on the teacher's desk.

3) Closing

The teacher summarizes the material that has been learned today. After that, the teacher asks students to ask questions if there is material that is not understood. Then the teacher closed the lesson by praying and greeting.

c. Observation

The observation is carried out based on the pre-test and post-test cycle II results.

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Table 3. Cycle II Learning Outcomes

Score Category	Pre-Test		Post-Test		Increase in Average Value
	Frequency	%	Frequency	%	
S ≥ 70	3	20%	12	80%	
S <70	12	80%	3	20%	
Jumlah	15	100%	15	100%	
Average Value	46,67		78		31,33

Source: Processed Primary Data

Information: S = Score

This action can be said to be successful because the percentage of student learning completeness has reached 75%.

d. Reflection

The implementation of learning by applying the Self Organized Learning Environment (SOLE) Learning Model has gone well, as expected. The Accounting Learning Outcomes evidence it has increased from cycle I to cycle II and reached indicators of research success and that no further action is needed. Therefore, applying the Self Organized Learning Environment (SOLE) Learning Model has improved the Accounting Learning Outcomes of class XI AKL students at SMK Koperasi Yogyakarta.

Discussion

This research was conducted in 2 cycles in two meetings. Cycle I will be held on Wednesday, August 10, 2022, at 08.30-10.45 WIB, and cycle II on Thursday, August 11, 2022, at 09.15-11.30 WIB. The stages in this research include planning, action, observation, and reflection. The increase in Accounting Learning Outcomes was measured using a test instrument in the form of a multiple-choice Learning Outcomes test. Ten questions were used in the pre-test and post-test in cycles I and II according to the learning material in each cycle.

The implementation of the learning process by applying the Self Organized Learning Environment (SOLE) Learning Model in cycles I and II showed an increase in Accounting Learning Outcomes in Recognition and Measurement of Account Receivables. The increase in the average value of learning outcomes in cycles I and II can be seen in table 4.

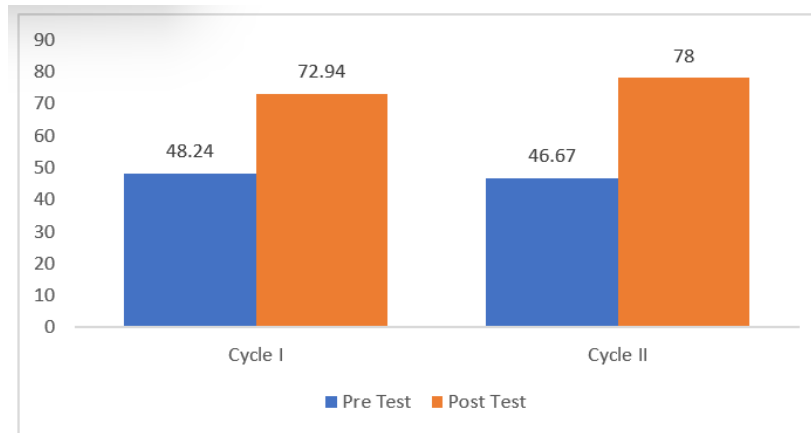Table 4. Increasing the average value of learning outcomes in Cycle I and II

Cycle	Average value		Increase
	Pre-Test	Post-Test	
I	48,24	72,94	24,70
II	46,67	78	31,33

Source: Processed Primary Data

Based on table 4, the cognitive learning outcomes of cycles I and II have increased. The results of the average pre-test in the first cycle were 48.24, and the post-test was 72.94, an increase of 24.70. While the results of the average value of the second cycle pre-test were 46.67, and the post-test was 78, which increased by 31.33. The improvement of the Accounting Learning Outcomes above can also be seen in the diagram below:

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Chart 1. Increasing the average value of learning outcomes

The increase in Accounting Learning Outcomes can be seen in Table 5. The percentage of completeness in each cycle is as follows.

Table 5. Improvement of Class Completeness Percentage in Cycle I and Cycle II

Cycle	Class Completeness Percentage				Increase
	Pre-Test		Post-Test		
	N $\geq$ 70	%	N $\geq$ 70	%	
I	1	5,88%	10	58,82%	52,94%
II	3	20%	12	80%	60%

Source: Processed Primary Data

Based on table 5, the percentage of class completeness in the pre-test cycle I was 5.88%, or 1 out of 17 students had reached the KKM, while in the second cycle, it was 20%, or 3 out of 15 students had reached the KKM. In the post-test results first cycle, 58.82% or 10 of the 17 students reached the KKM, while in the second cycle, 80% or 12 of the 15 students reached the KKM.

The increase in the percentage of completeness in Accounting Learning Outcomes can also be seen in the following diagram:

Chart 2. Improvement of Class Completeness Percentage
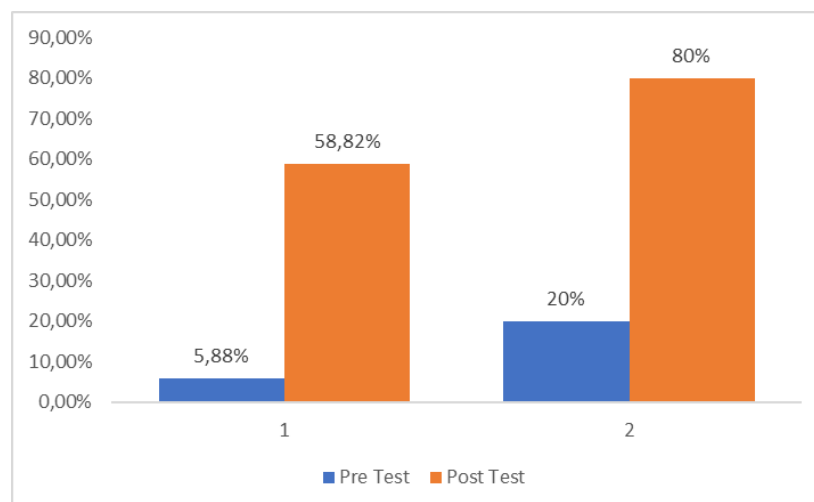
The success of the research can be seen from the average post-test score in the first cycle of 72.94 and the post-test average value in the second cycle of 78, so it can be seen that the increase in Accounting Learning Outcomes is 5.06. The indicator of success is that at least 75% of students in one class have reached the KKM set by the school, which is 70. In the second cycle, the post-test results showed that 12 out of 15 students, or 80%, had reached the KKM. It proves that applying the Self Organized Learning Environment (SOLE) Learning Model can improve Accounting Learning Outcomes for class XI AKL at SMK Koperasi Yogyakarta.

The results of this study are in line with the results of studies conducted by I Gusti Ngurah Wiragunawan (2022) regarding the Application of SOLE Learning Assisted by Video Learning to Improve Student Learning Outcomes at SMKN 1 South Kuta, Diyan Marlina (2021) regarding the Application of SOLE (Self Organized) Learning Model Online-Based Learning Environment to improve Elementary Science Learning Outcomes, and Ni Nyoman Kurnia Wati (2021) regarding the Implementation of the Tri Kaya Parisudha-Based Self Organized Learning Environment Learning Model to Improve Student Learning Outcomes.

CONCLUSION

Based on the research results and discussion in Chapter IV, applying the Self Organized Learning Environment (SOLE) Learning Model can improve Learning Outcomes in Accounting for Class XI AKL at SMK Koperasi Yogyakarta in the Academic Year of 2022/2023. It can be seen from an increase in the average value of Learning Outcomes and an increase in the class classical completeness of Learning Outcomes from cycle I to cycle II. The average value of the pre-test in cycle I is 48.24, increasing to 72.94 in the post-test or increasing by 24.70. In cycle II, the average pre-test score is 46.67, increasing to 78 in the post-test, or increasing by 31.33. The increase in class classical completeness of learning outcomes in the pre-test cycle I is 5.88%, increasing to 58.82% in the post-test, or increasing by 52.94%. In cycle II, the class classical completeness of the pre-test learning outcomes is 20%, increasing to 80% in the post-test or increasing by 60%.

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