



## The Influence of The Window Shopping Learning Model in Improving Students' Geography Learning Activities in SMAN 12 Pekanbaru

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### ABSTRACT

This study aims to find out and analyze the effect of the Window Shopping learning model in school increasing student geography learning activities at SMAN 12 Pekanbaru. The low learning activity of student in learning, especially in geography subjects in class XI IPS at SMAN 12 Pekanbaru, Riau Province. This research was conducted in order to find out the results of the influence of the Window Shopping learning model which is expected to be able to increase student learning activities in geography subjects. This research method is quantitative. The type of research is quasi experiment. The technique used in sampling is random sampling technique. The instrument used in this study was the observation sheet which was carried out during the geography lesson. The population is all students of class XI IPS at SMAN 12 Pekanbaru for the 2022/2023 academic year. The samples taken were class XI IPS 2 as an experimental class with 35 students. The results showed that the hypothesis was accepted, which means that the geography learning activities of the experimental group using the Window Shopping learning model were more able to increase students geography learning activities compared to the geography learning activities in the control group using conventional methods.

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## INTRODUCTION

The father of national education, Ki Hajar Dewantara, defines education as a demand that exists in children's lives, where education is the nature that exists in children to become humans and society with the highest happiness and safety (Pristiwanti et al., 2022). Education can be interpreted as a process of forming values that absolutely exist in humans and must be owned and cannot be separated from human life. Education is a process of forming human values that are absolute and mandatory to have in human life. Education is inseparable from the problem of fostering the learning process in the family, community, social and school. The involvement of teachers as teachers and students is very decisive in the learning process. National education is useful for developing the ability and shaping the character and civilization of a dignified nation in order to educate the nation's life which functions to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent so that they become democratic and responsible citizens (Sulistiyaratih et al. 2021).

The achievement of learning is influenced by several factors including coming from students themselves and from teachers. Factors that arise from teachers include the ability to design learning that is able to foster student learning motivation, creating an interesting and fun learning atmosphere (Ayuwanti 2017). However, the fact is that there are still many students who tend to only receive material from the teacher, do not get the opportunity to learn independently, resulting in students quickly forgetting the material that has been delivered. In addition, students easily feel bored and lazy in learning so that student learning activities can decrease. Therefore, in learning students are expected to be able to do a lot of

activities. Students as an active role in learning can be realized by applying cooperative learning methods. Cooperative learning is learning that provides opportunities for students to play an active role during learning. This learning will create students to be active in working with their groups so that thinking activities occur, joint discussions (Nengsih 2022).

Therefore, creative innovation is needed in order to make learning interesting and student-centered. In the cooperative learning method, there is a Window Shopping learning model, which is a walking learning activity to see the work of other groups. Students not only see the work of other groups but also record the results of the work to share with their group members. Each visiting member also shops for knowledge for other souvenirs, especially members who serve as "shopkeepers" (Zumroh, 2018). Increased activity has a major impact on learning, because with increased learning activities, it can make students independent, have a high spirit of cooperation, work according to interests and abilities, develop understanding and critical thinking and can develop all personal aspects of students, so that the learning carried out becomes fun.

Based on observations made on November 14, 2022, it was found that geography teaching carried out by previous teachers tended to still use conventional methods, namely the learning process was still teacher-centered, causing students to be passive. This affects the decline in learning activities in the learning process. So that teachers found that there was a Window Shopping learning model from the Geography Subject Teacher Conference (MGMP) and was only applied in the odd semester of the 2022/2023 school year. Based on this background, the author is interested in conducting research on "The Effect of the Window Shopping Learning Model in Improving Student Geography Learning Activities at SMAN 12 Pekanbaru".

## METHOD

This type of research is included in quantitative descriptive research using quasi-experimental methods or pseudo-experiments which involve two relatively similar classes with learning achievement but with different treatments with the same learning material. Where the experimental class is a class that uses a Window Shopping type learning model that will see its influence in increasing learning activities. While in the control class using conventional learning. The class was randomly selected from the population determined using random sampling techniques and obtained class XI IPS 2 as an experimental class with 35 students and XI IPS 3 as a control class with 35 people. The population in this study is the entire class XI social studies at SMAN 12 Pekanbaru for the 2022/2023 academic year, totaling 211 people. The data collection techniques used are observation and documentation. Data analysis in this study uses qualitative data and quantitative data. Qualitative data were obtained from field visits and quantitative obtained through processed observation sheets. Documentation is used to support the learning process during the implementation of the Window Shopping learning model.

## RESULTS AND DISCUSSION

This study aims to find out and analyze the influence of the Window Shopping learning model in improving students' geography learning activities. Based on the research that has been done, data on student learning activities were obtained using observation sheets. The assessment indicators used include: 1.) Oral activity (asking, opining, etc.), 2.) Visual activity (Reading, analyzing, etc.), 3.) Writting activity (Writing, summarizing, etc.), 4.) Listening activity (Listening, discussion, etc.) 5.) Drawing activity (Drawing, designing, etc.), 6.) Mental activity (responding, analyzing), 7.) Emotional activity (excitement, nervousness, etc.).

The learning process in the experimental group using the Window Shopping learning model obtained the results of observations when the research showed that students in the experimental class were more happy and active in participating in learning using Window Shopping with the students being more diligent in summarizing and doing practice questions and assignments given by the teacher, participating a lot in problem solving, hearing responses and opinions in discussions and delivered by teachers and peers, and dare to ask questions and opinions in discussions or in Window Shopping activities. The results of the learning activities of the experimental group students were obtained based on field notes and observations that had been made using observation sheets.

In the control group, the learning method used was the conventional method, which is the learning process that is usually carried out in class. In the control group, students who tend to be passive are found that the teacher only explains the learning material and there is only a one-way interaction between the teacher and students. It is said to be passive because when the teacher explains the subject matter many are

not focused, interspersing more of their activities with others, so that students do not ask many questions and express opinions because students do not understand the material. Therefore, students become bored and do not finish working on the questions and assignments given. The purpose of this study is to determine the effect of using the Window Shopping learning model in increasing student geography learning activities. The following is student learning activity data in the form of percentages in the experimental class and control class.

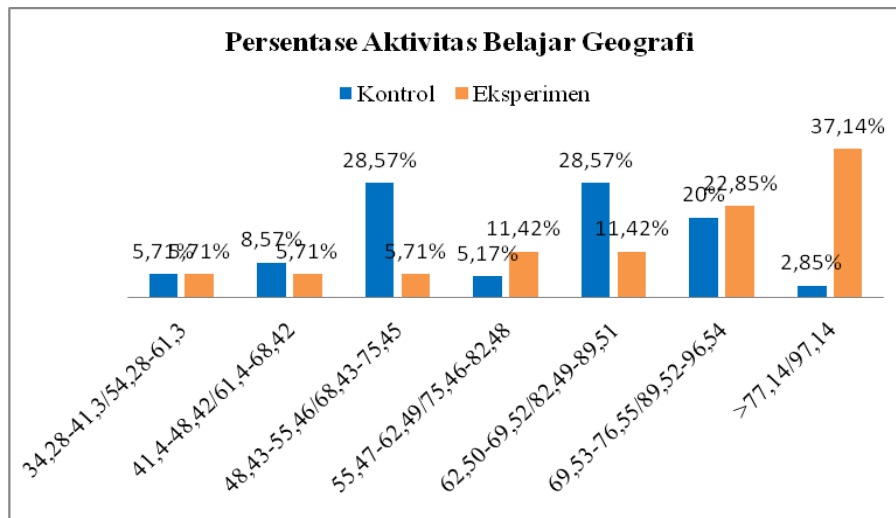


Figure 1. Percentage of geography learning activity

To determine whether a value has a normal or abnormal distribution, a normality test is used. The normality test used is the Liliefors Test by assigning an assessment to Kalmogorov-Smirnov.

**Table 1.**  
Experimental and Control Group Normality Test

Kelompok	Kolmogorov-Smirnov			Ket	
	Statistic	df	Sig.		
Aktivitas Belajar	Eksperimen	.247	35	.000	Tidak Normal
	Kontrol	.199	35	.001	Tidak Normal

Source: Research results, 2023

From the table, it can be seen that the probability significant score for the Experimental Group is 0.000 and the Control is 0.001 with a significant variable  $> 0.05$  so that the geography learning activities of the Experimental and Control Group students are abnormally distributed. To determine the variance of homogeneous or inhomogeneous data populations, it is necessary to conduct a homogeneity test. The following are the results of homogeneity tests on geography learning activities of experimental and control groups. To determine the variance of homogeneous or inhomogeneous data populations, it is necessary to conduct a homogeneity test.

**Table 2.**  
Homogeneity Test on geography learning activities

		Levens	Df1	Df2	Sig.	Ket
		Statistic				
Aktivitas Belajar	Eksperimen - Kontrol	.032	1	68	.859	Homogen

Source: Research results, 2023

In the table above, it can be seen that the significance in the experimental and control groups is 0.859 with a significant 0.05 meaning homogeneously distributed population variants. After seeing the results of the research that has been done, it is necessary to test the hypothesis with the t-test method on the scores of students' geography learning activities obtained. A t-test was proposed to determine whether the achievement of the experimental group's geography learning activities was good from the control group. After seeing the results of the research that has been done, it is necessary to test the hypothesis with the t-test method on the scores of students' geography learning activities obtained. This t-test was proposed to determine whether the achievement of the experimental group's geography learning activities was good from the control group.

**Table 3.**

Test Hypothesis of experimental and control groups

<b>Kelompok</b>	<b>Mann-Whitney U</b>	<b>Asymp.Sig</b>	<b>Keterangan</b>
Eksperimen - Kontrol	83.000	0.000	Signifikan

Source: Research results, 2023

From the table above, it can be seen that the comparison of geography learning activities of the experimental group and the control group obtained Mann-Whitney U 83,000 with Asymp.Sig 0.000 < 0.05 so that it was declared significant and based on decision making, then  $H_a$  and  $H_o$  which means the hypothesis is accepted where the geography learning activities of the experimental group taught using the Window Shopping learning model are better than the geography learning activities of the control group with the method Conventional. From the results of observation and analysis data, it can be concluded that the use of the Window Shopping learning model has a positive impact and is one of the learning models that can improve student learning activities in geography subjects.

## CONCLUSION

Based on the results of research and discussions that have been carried out, it can be concluded that learning using the Window Shoppin learning model can improve geography learning activities of grade XI social studies students at SMAN 12 Pekanbaru. Obtained from the results of field note analysis in looking at the comparison of the Window Shopping learning model with the Conventional learning method, the results of Mann-Whitney U 28,000 with Asym.Sig 0.000 where < 0.05 which means there is a significant difference between student learning activities in the experimental class and the control class. So that the results are declared significant and the hypothesis is accepted, which means that the geography learning activities of the experimental group taught with the Window Shopping learning model are better at increasing learning activities compared to the geography learning activities of the control group using conventional learning methods.

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