

Research Article

# Improving Student Learning Outcomes through the Use of the Learning Together Learning Model in Integrated Social Studies Subjects

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**Abstract:** This study aims to improve student learning outcomes by implementing the Learning Together instructional model in the Integrated Social Science subject for Grade VIII students at SMP Negeri 3 Kota Gorontalo. The researcher acted as the classroom teacher and was assisted by the subject teacher, who served as an observer. The study was conducted in two cycles, each consisting of two class sessions. Each cycle included four stages: planning, implementation, observation, and reflection. Data collection techniques used in this study included observation, teacher activity observation sheets, student activity observation sheets, and documentation, all aimed at measuring improved student learning outcomes. The findings indicated increased student engagement from the initial condition through Cycle I and Cycle II. In Cycle II, both teacher and student activity data reached the predetermined success indicator of 80% student learning outcomes. Specifically, teacher activity achieved a 94% score, while student activity also reached 92%. Additionally, a significant improvement was observed in students' academic performance, with learning outcomes increasing from the pretest to the posttest by 93%. These results demonstrate that the Learning Together model effectively enhances student learning outcomes.

**Keywords:** Cooperative Learning; Learning Together; Student Achievement.

## 1. Introduction

Education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching. Meanwhile, according to the Great Dictionary of the Indonesian Language (KBBI), education is the process of changing the attitude and behavior of a person or a group of people in an effort to mature humans through teaching and training (Sudaryanto, 2020).

The purpose of national education according to the 1945 Constitution is to educate the life of the nation and advance public welfare. Education in Indonesia must be based on Pancasila and the 1945 Constitution, which are rooted in religious values, national culture, and adaptive to the demands of the dynamics of the times. National education functions to develop abilities, form a dignified character and civilization, in order to educate the life of the nation. The main national goal describes the ideals of the Indonesian nation to educate and equal access to education throughout Indonesia in order to achieve the life of the nation and state. Education is a factor in the formation of a nation's personality (Anisa, 2023).

One of the fields of study that supports the development of science is Social Sciences (IPS). The field of integrated social studies is a subject that essentially studies social issues in the context of events, facts, concepts, and generalizations. The themes studied in integrated social studies are the phenomena that occur in society, both past and future. Through social studies subjects, students are expected to become democratic and responsible Indonesian citizens, understand the history of the nation, and become peace-loving citizens of the world.

The character learning process in social studies learning is more directed at aspects of knowledge, skills and behavior, there are three aspects in learning that must be achieved, namely; "a) knowledge, which is a body of fact and principles; b) skill, which is acquiring an

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ability through experience or training; c) attitude, which is one opinion, feeling or mental set as demonstrated by one action" (Mursyidi, 2020)

However, such ideal goals are in reality not always easy to achieve. Research results (Saptono, 2013) concluded that the implementation of the social studies learning process in junior high school/MTs is carried out by providing extensive social studies content, so that students are not able to master the entire material presented. Basically, the breadth of social studies content is indeed needed, but this condition is not enough to ensure that students have understood all the material studied. Indicators of understanding social studies material can be seen from the student's learning outcomes. If the student learning outcomes are low, it means that the student's mastery of the material is also low.

Only 24% of students who were active before using the Learning Together learning model, and there were still many students who were less active in learning before using the Learning Together learning model. Given some of these problems, if they are not solved, it will result in the emergence of new problems such as students having more difficulty receiving material, opportunities not to move up to class, and students will be less interested in social studies subjects. The use of inappropriate learning models in the classroom is often one of the factors causing less than optimal student learning outcomes. In many cases, teachers still use conventional learning methods, such as lectures and assignments, that do not actively engage students. Therefore, researchers are trying to find ideas for the right ways to improve learning outcomes and improve student cooperation in groups.

This research is related to student learning outcomes through the use of the Learning Together learning model in grade VIII B SMP Negeri 3 Gorontalo City. This research aims to improve student learning outcomes through the use of the Learning Together learning model in grade VIII B SMP Negeri 3 Gorontalo City, in groups students have the opportunity to discuss and discuss the subject matter in depth. They can exchange thoughts and ideas, which not only enriches individual understanding but also enhances collective understanding within the group. The process of helping and teaching each other between members of this group makes students who may not have previously understood certain concepts become more masterful of it.

In the application of the Learning Together learning model in grade VIII B SMP Negeri 3 Gorontalo City, especially in social studies subjects, it is to significantly improve student learning outcomes. This approach is expected to be able to create a collaborative learning atmosphere, where students can share knowledge, help each other, and be actively involved in the learning process. Teachers hope that with this model, students' understanding of integrated social studies materials will be deeper, their motivation to learn will increase, and ultimately, their academic performance will be better. In addition, the hope is that this model can develop students' social skills, such as cooperation, communication, and problem-solving, which are especially important in the context of learning and daily life.

The researcher found that the low learning outcomes of students in Integrated Social Studies subjects in grade VIII B SMP Negeri 3 Gorontalo City are a significant problem. This low understanding is characterized by students' difficulties in mastering the basic concepts of integrated social studies, which has an impact on low test scores and lack of student involvement in the teaching and learning process.

To overcome this problem, one of the proposed solutions is the implementation of the Learning Together learning model. This model offers a more interactive and collaborative approach, where students work in small groups to help each other understand the subject matter. By working in groups, students have the opportunity to discuss, exchange ideas, and teach each other, which can enhance their understanding of integrated social studies materials. This cooperative learning is also designed to increase student engagement in the learning process, which in turn can improve student learning outcomes.

Overall, the use of the Learning Together learning model is expected to be an effective solution in improving student learning outcomes in integrated social studies subjects in grade VIII B SMP Negeri 3 Gorontalo City. By changing the teaching approach from teacher-centered to student-centered, where students are more actively involved in the learning process, this model can help overcome the obstacles that have been causing low student learning outcomes.

## 2. Literature Review

### 2.1. Learning Outcomes

Presenting learning outcomes, namely behavioral changes from learning outcomes after undergoing the learning process and personal input in the form of motivation and expectations to succeed and input from the environment to achieve learning goals (Octavia, 2020). According to (Sudjana, 2021) Learning outcomes are the skills, knowledge, and attitudes that students gain after participating in the teaching and learning process. Learning outcomes are changes in student behavior that reflect their understanding of the material being taught, both in the cognitive, affective, and psychomotor domains. This change is to achieve the educational goals that have been set. The evaluation of learning outcomes can be seen through student learning achievement, which shows the extent to which students have achieved the set educational goals. Learning outcomes are changes in student behavior that occur as a result of the teaching and learning process, which includes the cognitive, affective, and psychomotor domains, and can be measured through their learning achievement. Learning outcomes reflect the level of achievement of students towards the learning objectives that have been set (Scott, 2021). Learning outcomes are not only measured from the cognitive aspect, but also from the attitude and skill aspects obtained by students. According to Sugiyono, factors such as learning methods, media, and student learning motivation greatly affect the learning outcomes obtained.

Based on the description above, it can be concluded that learning outcomes are a behavioral change that occurs in students after undergoing the learning process, which includes aspects of knowledge, skills, and attitudes. These changes are the result of an interaction between personal motivation, expectations for success, and input from the environment. Learning outcomes not only include cognitive understanding, but also affective and psychomotor aspects, which aim to achieve the educational goals that have been set. The evaluation of learning outcomes can be seen through the students' achievements in achieving these goals, which are influenced by various factors such as learning methods, media, and motivation. The optimal learning process requires the support of a conducive environment, so that students can achieve learning outcomes holistically.

### 2.2. Factors that affect learning outcomes

Kurniawan (2022) stated that there are two factors that can be grouped, namely internal factors and external factors. Internal factors are factors that come from students who are still in the learning stage. While external factors are factors that come from outside the student. A person's learning outcomes are also influenced by several things. The elements that determine learning outcomes, according to (Maduratna, I., & Setyawan, 2020) It is divided into three categories, namely:

- a. The term "stimulus factor" refers to everything outside of the person that causes them to react or change, as well as the affirmations and environment they face.
- b. Teaching Method Factors The way a teacher teaches has a huge impact on what students learn; In other words, the approach taken by a teacher greatly determines the success of student learning. An approach is a strategy that serves as a tool to achieve educational goals.
- c. Individual Factors Individual factors have a significant impact on how well students learn, and age and growth go hand in hand with each other. Many physiological functions become increasingly developed as the individual ages.

### 2.3. Learning Together Learning Model

According to (Fathurrohman, 2015) The Learning Together type cooperative learning model was first developed by David Johnson and Roger Johnson at the University of Minnesota in 1999. According to this model, students are formed into 4-5 heterogeneous students to work on an assignment sheet. Similar to the cooperative learning model, the Learning together It is also done by grouping students with different levels of ability to be in a group. According to this model, each group is directed to carry out activities to build group cohesiveness first and discuss how they should work together in the group. In the learning together learning model , there are four elements that must be an important emphasis, namely:

- a) Face-to-face interaction, students work in their respective groups of four or five people
- b) Positive interdependence, each student works together to achieve his or her group goals
- c) Individual responsibility, can be interpreted that each student has mastered the material given
- d) Interpersonal and small group skills, students are taught effective suggestions for working together in discussions to achieve their goals—these groups receive an assignment sheet, receive praise and appreciation based on the group's work.

The implementation of the learning together model begins with the formation of heterogeneous learning groups and an emphasis on positive interdependence, as well as individual responsibility. This model is basically the same as STAD-type cooperative learning, but the learning together model also highlights group building and self-assessment of group performance, and recommends the use of team assessment rather than awarding certificates or other forms of recognition. In learning together, each group is expected to be able to build and assess their group's performance. Each group must be able to show that their group is a compact group both in terms of discussion and in terms of working on problems, each member of the group must be responsible for the results they obtain. If the results are not maximum or lower than other groups, then they must improve performance.

#### 2.4. Advantages and Disadvantages of Learning Together

Advantages of the method Learning Together that is:

- Can broaden students' horizons
- Teaching cooperation, responsibility and discipline to students
- Increase students' creativity and ability to think critically
- Students become more active in learning because they are given discussion materials by the teacher and must think critically in completing the task from the teacher
- Students are motivated to deepen their understanding of mastering the material.

Meanwhile, the disadvantages of the Learning Together method are:

- Only suitable for discussion or presentation activities
- Takes a relatively long time and is a bit tedious
- Unable to see the abilities of each student because they are working in a group
- It is possible that there are students who take shortcuts by asking their friends for help to find answers.

Inside the model Learning together The form of praise or appreciation given to the group on the basis of individual learning of all group members, they are expected to be able to improve student achievement more than individualistic and have a positive influence on the results issued such as in the problem of relationship feeling of acceptance of classmates who have problems with academic disabilities (Slavin, 2011).

#### 2.5. Learning Together Learning Steps

Operationally, the implementation of the learning together learning model follows the following steps:

##### 1) Preparation

In this stage, the teacher prepares a learning plan by analyzing the material, making a learning implementation plan (RPP) that is in accordance with the learning together learning model. At this stage, a group can be formed. In the formation of a group consisting of 4 or 5 students who are heterogeneous on the ability of high, medium, low and gender students.

##### 2) Presentation of the material

The material presentation activity in the learning together learning model was initially introduced through classroom materials, carried out before students studied together. The teacher gives a brief explanation to each group about the assignment given and gives students the opportunity to ask questions that they do not understand.

##### 3) Group Interaction

In working with students, teachers provide material to each group as material to be studied or tasks to be done. In learning together, each student shares information on the results of their work. If there are students who do not understand, then their friends help provide an explanation of the assignment given. The main activities in the group

interaction of the learning together model include a series of learning activities where (1) each group member divides the task so that each individual has a role in completing it; (2) students write ideas or answers that are known based on the questions given and make a plan to solve the problems; (3) Students and other members solve the problems sequentially, then revise and improve each other's work and explain each other to the group members who do not understand.

#### 4) Evaluation

At this stage, the teacher evaluates the learning outcomes of the material that has been studied and determines the average score of the group whose score is obtained from the results of the assignment work. In order to find out the extent of students' progress and understanding of the material studied.

#### 5) Awards

At this stage, teachers give awards to each group or individually based on the evaluations carried out. These results are the basis for teachers to give prizes or other awards to each student or group that has high results. Inside the model Learning together The form of praise or appreciation given to the group on the basis of individual learning of all group members, they are expected to be able to improve student achievement more than individualistic and have a positive influence on the results issued such as in the problem of relationship feeling of acceptance of classmates who have problems with academic disabilities (Slavin, 2011).

### 2.6. Learning Together Learning Objectives

Type learning objectives Learning Together Each group is expected to be able to build and assess their own group performance. Each group must be able to show that their group is a compact group both in terms of discussion and in terms of working on problems. Each member of the group is also responsible for the results they obtain. If the results are not maximum or lower than other groups, then they must improve their group's performance (Slavin, 2015). The following are the learning steps Learning Together according to (Fathurrohman, 2015) :

- 1) Teacher presents lessons The presentation of this material prioritizes student activities so that in the process teachers play more roles as facilitators and guides. This is because this activity aims to produce a process of behavior change.
- 2) Form a group of 4-5 students heterogeneously. A group is a collection consisting of two or more oarang that are interconnected with each other. Related to this, the group here aims to form a group of students who are interconnected with each other to achieve goals in the learning process.
- 3) Each group receives an assignment sheet for discussion materials and completes them. The assignments given are in the form of worksheets that are used for discussion with the group to achieve a goal in learning.
- 4) Several groups presented the results of their work. This activity is carried out by one of the students to go to the front of the class to convey the results of the discussion with his group so that all students and teachers get information related to the results of the group.
- 5) Giving praise and awards based on the results of the group's work. The form of appreciation and praise given to the group is based on the individual learning of all group members so that it can improve student achievement and have a positive influence on the results issued.

Based on the results of research conducted by (Suyadi, 2012) Learning Model Data Can Be Obtained Learning Together effectively has a positive impact on improving student learning outcomes. Purpose Learning Together according to (Suyadi, 2011) Among other things, it involves individual responsibility, is consistent, and shows a positive influence. Learning Together In this study, students can work together so that they can improve student learning outcomes for learning materials in addition to the purpose of the learning model Learning Together, using a learning model Learning Together In the learning process, emphasis is placed on several aspects including face-to-face interaction or student cooperation, interdependence or cooperation to achieve goals, fostering individual responsibility and improving interpersonal and small group skills or working together to solve a problem in a group. Cooperative-type learning model Larning Together used in the study aims to measure learning outcomes and activeness.

### 3. Proposed Method

This type of research is Classroom Action Research (PTK). Rustiyarso and Wijaya (2020) stated that Classroom Action Research or PTK (Classroom Action Research) is a type of research conducted by teachers in the form of certain actions that aim to improve student learning processes and outcomes. According to (Mansyur, 2019) Classroom Action Research (PTK) is a form of action research applied in classroom learning activities. This research is in the form of classroom action research which is carried out in one siklus, which consists of four stages, namely planning, action, observation, and reflection.

#### 1. Planning

- 1) Developing a procedural text learning plan with a learning cycle model
- 2) Preparing learning materials and media
- 3) Make student observation sheets in learning
- 4) Prepare documentation of learning activities

#### 2. Action

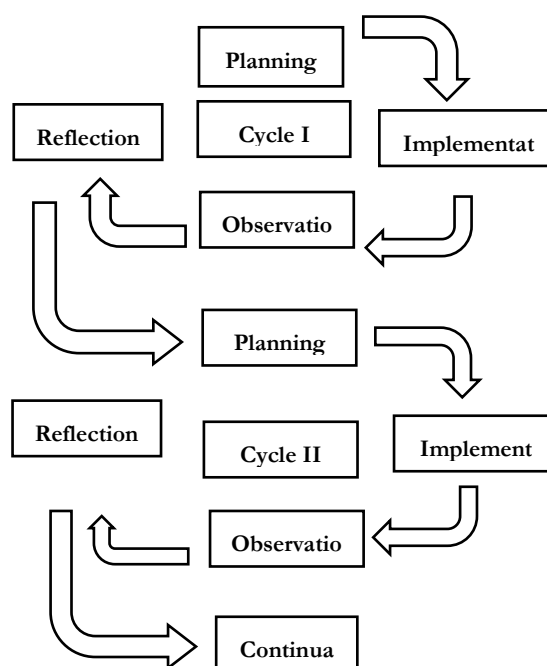
Implementation of actions, implementation or application of the content of the design regarding actions in the classroom. Explain to students the activities that will be carried out. The actions taken in order to improve student learning achievement are the teacher carrying out activities to introduce collaborators, conduct perceptions, determine the subject matter, then start research with action stages. The implementation of actions is carried out with a series of learning with preliminary stages, core and closing activities.

#### 3. Observation

The observation stage is carried out using the observation sheet that has been made. This observation stage aims to observe and record the processes that occur during the first and second cycles of learning. Observations were made by researchers who acted as teachers in the classroom during the implementation of the action.

#### 4. Reflection

The researcher discusses the results of observations and reflects to determine the success and make improvements from the action. The reflection stage is a series of actions in research that include the activities of analyzing, understanding, completing and concluding observations. The result of this reflection becomes information about something that happens and what is needed, then this information can be seen from two aspects, namely the aspects of teachers and students. At the reflection stage of cycle I, if there are deficiencies, it will be corrected in the next cycle. If the data obtained is considered good, it will be maintained and if the activity has not been said to be successful, it will be followed up in the next cycle.



**Figure 1.** Classroom Action Research Cycle (PTK)

## 4. Results and Discussion

### 4.1. Research Results

This research employed a classroom action research (CAR) method, in which the researcher collaborated with the integrated social studies (IPS) teacher as an observer. The study aimed to improve student learning outcomes in the integrated social studies subject for Grade VIII at SMP Negeri 3 Kota Gorontalo. The researcher designed the learning process using the Learning Together model. The learning was conducted in two cycles, with each cycle consisting of two meetings. Data analysis during the learning process used teacher activity observation sheets, student activity observation sheets, and documentation to evaluate improvements in student learning outcomes during each lesson. The following describes the data obtained from the implementation of classroom actions in each learning cycle.

### 4.2. Description of Cycle 1 Implementation

#### a. Planning

The implementation of Cycle 1 was planned in two meetings, specifically on Tuesday, February 4, 2025, and Thursday, February 6, 2025. During this stage, the researcher prepared several components, including:

- a) Preparing a Teaching Module based on the Learning Together model. The first step was to define the learning objectives and basic competencies to be achieved.
- b) Preparing Student Worksheets (LKPD). The first step in developing these worksheets was also to define the learning objectives and competencies targeted. The worksheets were structured clearly, including instructions, learning material, and tasks or questions to be completed by students.
- c) Preparing a Teacher Activity Observation Sheet. The first step was to determine the criteria and indicators to be observed, including key aspects such as teaching methods, student interaction, classroom management, use of media and learning resources, and learning assessment. The sheet was designed in a systematic and user-friendly format, typically in the form of a table or checklist for objective and structured recording.
- d) Preparing a Student Activity Observation Sheet. The first step was to define the observation objectives and indicators of behavior or skills to be assessed, such as active participation, group collaboration, critical thinking, and attention level during the lesson.
- e) Preparing the materials used in the learning process. This involved identifying the learning objectives and competencies to be achieved, then selecting and organizing relevant instructional materials appropriate to students' comprehension levels, such as textbooks and worksheets (LKPD).

#### b. Action Implementation

Cycle I was carried out in two meetings, each with a duration of two class hours ( $2 \times 40$  minutes). The first meeting was held on Tuesday, February 14, 2025, with the topic: "The Role of Social Institutions in the Utilization of Natural and Human Resources". The second meeting was conducted on Thursday, February 16, 2025, continuing the same topic. Each meeting lasted two class hours ( $2 \times 40$  minutes). To begin the lesson, each part of the material was explained across two sessions. The first session focused on basic concepts and theoretical understanding, while the second session was more practical, involving real-life examples and interactive discussions to deepen students' comprehension. This approach was intended to help students gradually and comprehensively master the material.

#### c. Observation Results

##### a) Teacher Activity Observation – Cycle I

The teacher carried out the learning process by applying the Learning Together model, as outlined in the observation sheet prepared by the researcher. The subject teacher, in this case also serving as the observer, acted as a collaborator and recorded the progress of classroom activities.

##### b) Student Activity Observation – Cycle I

The next step was observing student activity directly. The material "The Role of Social Institutions in the Utilization of Natural and Human Resources" was delivered using the Learning Together model, aligned with the observation sheet prepared by the researcher. Students' engagement and behavior during the lesson were noted.

##### c) Pretest and Posttest Results – Cycle I

Student learning outcomes were assessed based on their ability to complete pretest and posttest questions provided by the teacher to 29 students of Grade VIII B during Cycle I.

The overall results of Cycle I activities are presented in the following table :

**Table 1.** Summary Data of Cycle I Action Implementation Results

No	Criteria	Achievement Results %	Criteria (%)	Information
1	Teacher's activity observation sheet	64,70%	80%	Incomplete
2	Student activity observation sheet	64,28%	80%	Incomplete
3	Student learning outcomes	48%	80%	Incomplete
Average		59%	80%	Incomplete

Source: Researcher's Processed Data in 2025

Based on Table 1 above, it can be concluded that the overall implementation of Cycle I has not met the criteria for success, meaning that the learning activities have not yet been completed effectively.

#### d. Reflection on Cycle I

Based on the observation results of the teacher's activities during the implementation of Cycle I in two meetings using the Learning Together model, conducted by the teacher and the observer (in this case, the social studies subject teacher), there were still shortcomings in the learning process. Specifically, the teacher had difficulty managing the classroom effectively. It was observed that the teacher struggled with opening the lesson, delivering the apperception, motivating students to engage in the learning process, and managing the classroom environment. These shortcomings affected the learning process. Additionally, during the students' learning activities with the Learning Together model, several students did not pay attention while the teacher was explaining the material. Based on the reflection from Cycle I, there are still many deficiencies in the learning process. Therefore, improvements are needed in several aspects that were still lacking, to be addressed in the next cycle.

### 4.3. Description of Results for Cycle II

After conducting the reflection, the next step was to implement Cycle II to address the deficiencies found in Cycle I. The goal for Cycle II was to achieve the predetermined indicators of success. The steps for implementing Cycle II were the same as Cycle I, consisting of four stages: planning, action, observation, and reflection. Cycle II included two meetings.

#### a. Planning

After implementing Cycle I, the planning for Cycle II was based on the previous cycle. The planning stage began with preparing a lesson plan that aligned with the topic being taught, preparing the student achievement test, and equipping the researcher with improved materials and strategies to address shortcomings found during Cycle I, particularly in terms of classroom management and subject mastery.

#### b. Action Implementation

The teaching in Cycle II was conducted over two meetings. In the first meeting, a pretest was administered, and in the final meeting, a posttest was given. These assessments were used to measure students' learning outcomes following the implementation of the Learning Together teaching model.

#### c. Observation Results

##### a) Teacher Activity Observation in Cycle II

The teacher carried out the teaching process using the Learning Together model, following the observation sheet prepared by the researcher. The subject teacher, who also acted as an observer, collaborated with the researcher by observing and recording the developments occurring during the activities.

##### b) Student Activity Observation in Cycle II

The next stage was observing student activity directly. The material covered was "Social Interaction." Observations were made while students participated in the classroom learning process using the Learning Together model, in accordance with the observation sheet prepared by the researcher.

##### c) Pretest and Posttest Results for Cycle II



The assessment of student learning outcomes was based on their performance on pretest and posttest questions provided by the teacher to the 29 students of class VIII B during Cycle II.

The data from the implementation of Cycle II is presented in the following table:

**Table 2.** Recapitulation Data of the Implementation of Classroom Action in Cycle II

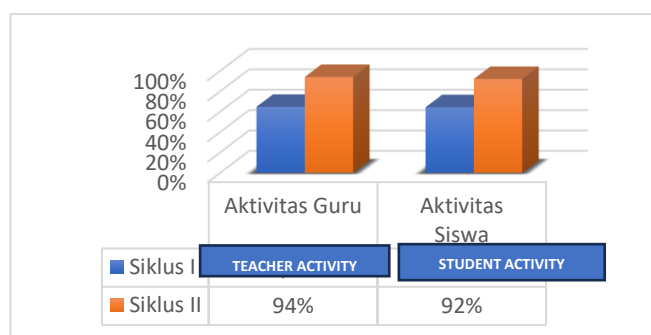
No	Criteria	Achievement Results %	Criteria (%)	Information
1	Teacher's activity observation sheet	94%	80%	Conclusion
2	Student activity observation sheet	92%	80%	Conclusion
3	Student learning outcomes	93%	80%	Conclusion
Average		93%	80%	Conclusion

**Source:** Researcher's Processed Data in 2025

Based on the analysis of teacher and student activities conducted by the researcher and the observer during Cycle II, the learning process using the Learning Together model showed a significant improvement compared to Cycle I. This improvement was evident in various aspects, including student engagement and the teacher's ability to manage the classroom and deliver material effectively. Overall, the success indicator of 80% was achieved, even exceeding the target and falling into the Very Good (VG) category. Therefore, it can be concluded that the implementation of Cycle II successfully addressed the shortcomings observed in the previous cycle.

## 5. Comparison

Based on the results of the research that has been obtained after carrying out learning using the *learning together* learning model, it can be seen that this research has increased from cycle I to cycle II. The following is a summary of the results of research and discussion with the use of the *learning together learning model* in Integrated Social Studies subjects in grade VIII B.



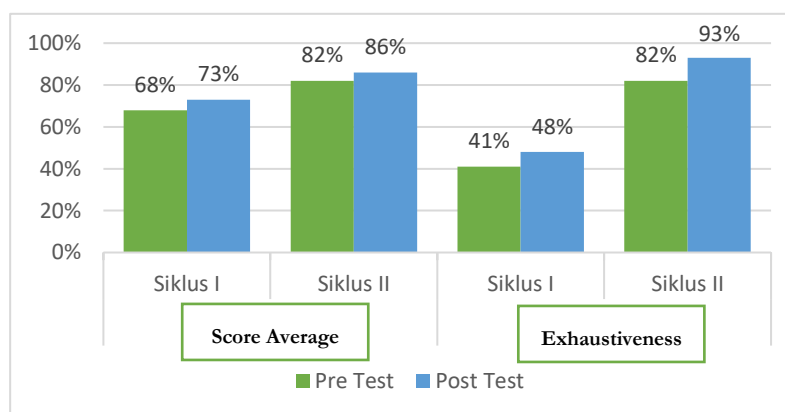
**Figure 2.** Increase in Teacher activity and Student activity from Cycle I and Cycle II

Based on figure 2, the results of observations on the learning process using the *Learning Together* learning model, there was a significant increase in both teacher and student activities from cycle I to cycle II. In teacher activities, in the first cycle a percentage of 64.70% was obtained, which shows that the implementation of learning is still not fully optimal. This can be because teachers and students are still in the adjustment stage to the Learning Together type cooperative learning model. However, in the second cycle there was a very significant increase, namely to 94%. This increase shows that teachers are increasingly skilled in implementing the learning model. Teachers are able to manage the classroom well, provide

clear instructions, guide students in groups, and create a collaborative and active learning atmosphere.

Meanwhile, in student activities, in the first cycle a percentage of 64.28% was obtained, which reflects that student involvement in the learning process is still moderate. Some students may not be used to working in groups, have not been actively discussing, or have not understood their role in group cooperation. However, after improvements and improvements in implementation in cycle II, student activity increased significantly to 92%. This shows that students are increasingly active, enthusiastic, and able to work together effectively in groups. They are seen to be more involved in discussions, helping each other, and completing group tasks together.

This improvement proves that the implementation of *the Learning Together* learning model is effective in increasing teacher and student activities. This model emphasizes cooperation, communication, and shared responsibility, thus creating a more interactive and fun learning atmosphere. In addition, this model also encourages teachers to be more creative in arranging group-based learning activities and supporting students to actively learn together. The gradual and continuous implementation of *the Learning Together* learning model is able to have a positive impact on improving the quality of learning, both from the side of teachers as facilitators and students as active and collaborative students.



**Figure 3.** Improvement in Student Learning Outcomes from Cycle I and Cycle II

Based on figure 3, from the results of the research on the level of learning completeness in cycle I, it is known that the Pretest is 41% with an average score of 68% and the posttest is 48% with an average score of 73% and there has been an increase in the implementation of cycle II where the results of the pretest of student completeness are 82% with an average score of 82% and the results of the posttest are 93% with an average score of 86%. So the desired target has been achieved for the completeness of student learning outcomes using *the Learning Together* learning model.

Performance Indicators are proven that student learning outcomes have reached or exceeded 85%, an increase to 93% shows to continue to improve the quality of learning. This provides further evidence that the methods used are indeed effective in improving student learning outcomes. Thus, exceeding the limit from 85% to 93% in classroom action research shows the desire to achieve more optimal learning outcomes and reflects an improvement in the learning process and the effectiveness of the methods used. To address this 7% problem, teachers may consider differentiating learning, providing additional guidance, or using other methods that are more appropriate to the individual needs of the student.

## 6. Conclusions

Based on the results of the classroom action research that has been conducted, it can be concluded that the application of the Learning Together model can improve student learning outcomes in the integrated social studies subject in class VIII B. This conclusion is based on data obtained by the researcher. From the pre-observation results, it was found that only 27% of students in class VIII B were actively engaged in the learning process out of the total number of students in the class. There was an improvement in cycles I and II, where in the implementation of cycle II, the teacher activity data reached a percentage of 94%, and the student activity data reached 92%. Furthermore, student learning outcomes through the pre-test and posttest in cycle II reached a percentage of 82% in the pretest and 93% in the posttest.

Thus, the research target to improve student learning activity has been achieved because, at the end of cycle II, the standard indicator of success set by the researcher—at least 80% student activity—has been met.

Based on these conclusions, the suggestions that can be provided by the researcher are as follows:

1. Teachers are encouraged to continuously develop and use the Learning Together model in the teaching and learning process, especially for materials that require conceptual understanding and active student involvement. Through this cooperative learning approach, teachers can create a more engaging learning environment, promote cooperation among students, and enhance their involvement in understanding the material. Workshops or teacher working group discussions (KKG) focusing on the development of innovative learning models, including Learning Together, are also recommended.
2. Students are expected to actively participate in every group activity by prioritizing cooperative attitudes, mutual respect for opinions, and responsibility for assigned tasks.
3. Future research is recommended to apply the Learning Together model at different grade levels and subjects to determine its effectiveness more broadly.

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