

# Artikel Pa Dadang Mulyana.3

*by* Cep Miftah Miftah

---

**Submission date:** 03-Sep-2021 02:21PM (UTC+0700)

**Submission ID:** 1640629939

**File name:** Artikel\_Pa\_Damul\_3.pdf (733.14K)

**Word count:** 2890

**Character count:** 15576

## ANALYSIS OF STUDENTS ENTREPRENEURSHIP LEARNING RESULTS THROUGH ACTIVITIES QUICK ON THE DRAW

Taufiqulloh Dahlan<sup>1</sup>, Dadang Mulyana<sup>2</sup>, Feby Selviana<sup>3</sup>

<sup>1,2,3</sup> Faculty of Teacher Training and Education, Universitas Pasundan, Bandung, Indonesia  
<sup>1</sup>taufiqulloh@unpas.ac.id, <sup>2</sup>dadangmulyana@unpas.ac.id, <sup>3</sup>febyselviana20@gmail.com

**Abstract.** The purpose of this research is to see: 1) the concept of Quick On the Draw learning activities; 2) To see student learning outcomes through Quick On the Draw learning activities; 3) To see the relationship between Quick On the Draw learning activities on student learning outcomes. This study uses a qualitative approach with the type of research used is library research. Sources of data are obtained from books, journals and the theses that have previously conducted research related to Quick On the Draw learning activities on student learning outcomes. Based on research journals that researchers analyze, it shows that Quick On the Draw learning activities are proven to be able to improve student learning outcomes, seen from student learning outcomes starting from cycle I to cycle III which has increased. These results can be seen from journals that use the Classroom Action Research (CAR) method. The analysis of journals and theses that conducted research using the experimental research method also showed student learning outcomes through the Quick On the Draw learning activity showing the effect, seen from the class that was treated using the Quick On Draw learning activity whose value was higher than the treated class conventional model.

**Keywords:** Quick On Draw, Learning Outcomes, Analysis

### I. INTRODUCTION

In the journal Dahlan, et al., states that the purpose of national education is to improve the quality of Indonesian people, namely people who believe and fear the Almighty God, have noble character, have an independent personality, are advanced, tough, intelligent, creative, productive, and are physically and mentally healthy. [1]

The way to achieve these educational goals is to attend formal education prepared by the government, namely schools. Through school activities students can learn based on the achievement of the goals of learning activities that have been previously described and applied. Teaching and learning activities will run effectively and efficiently if students have a high interest in learning. According to Djamarah, an indicator of interest in learning consisting of, 1) Feeling happy about an activity without coercion to learn it, 2) Students' interest in activities or it can be experiences stimulated by the activity itself, 3) Attention of students by concentrating or activities on certain observations, and 4) The involvement of students in an object that causes the person to be happy to learn and feel interested in doing or working on the learning activities given.[2]

But in fact there are still many students who have low learning outcomes, the factors causing the low level of activity and student learning outcomes, one of which is external factors, where in external factors there is a school environment in which there is a learning model. Therefore, in the learning process the teacher is expected to use various learning models that can increase the enthusiasm for learning of students. Based on that reason, it encourages researchers to use learning activities that can make it easier for students to understand the material so that it can improve learning outcomes.

The learning model used in this research is the Quick On the Draw activity which was first introduced by Paul Ginnis. states that the Quick on the draw model is a fun learning model, prioritizing students to collaborative activities in groups, through reading, thinking and moving activities with the aim of instilling the value of cooperation,

interdependence and independence. Between groups race to be the first group to solve the questions.[3]

Therefore, in this study implementing the Quick On the Draw activity with renewal, namely to find out: 1) The concept of the Quick On the Draw learning activity; 2) Student learning outcomes through Quick On the Draw learning activities; 3) the relationship of the Quick On the Draw learning activities to student learning outcomes.

### II. METHOD

This study uses a qualitative approach, which tends to use analysis, the meaning process is more emphasized in qualitative research. While the type of research used is library research (library research), which is collecting data and scientific papers related to the object of research or data collection that is library in nature. The study carried out in this research is to solve a problem which is basically based on critical and in-depth reviewers of the correct library materials.

Sources of data use primary data sources and secondary data sources obtained based on library materials or literature media sources such as books, journals, and previous research documents. In this study the authors took from Paul Ginnis' book entitled Teaching Tricks & Tactics, journals as well as from the results of previous research that had been conducted research.

The focus of research in this literature study research is the analysis of student learning outcomes through the Quick On the Draw learning model using linear data collection techniques. Data obtained when the literature is collected and processed by: 1) editing; 2) organizing; and 3) finding.

Meanwhile, data analysis used in this research is to use data analysis as follows: 1) Interpretive (a person's view or explanation becomes an opinion); 2) Comparability (looking for differences or comparisons); 3) Inductive (deducing conditions from things that are specific to things that are general in nature); and 4) Deductive (Concluding from things that are general in nature to things that are specific). Data obtained when the literature is collected and processed by: 1) editing; 2) organizing; and 3) finding.

**III. DISCUSSION**

To answer the question 1 about how the concept of the Quick On The Draw learning activity, the researcher took from 1 book, namely the Ginnis book and from 5 journals, namely: 1) Suryadinata Journal; 2) Journal of Maimunah & Nasution ; 3) Marniati & Tahir Journal ; 4) Journal of Atmah ; and 5) Journal of Himawan, N & Wilujeng.[3],[4],[5],[6],[7],[8]

Based on the results of the analysis, it can be concluded that these 5 research journals made the first book introduced by Paul Ginnis entitled Teaching Tricks & Tactics as research material. Journals that discuss Quick On the Draw activities generally take quotes from the Ginnis, be it the meaning, benefits, steps or advantages of the Quick On the Draw learning activity.

The author's analysis of the Quick On the Draw learning activity is a dominant cooperative learning model in group activities, so it will be very enjoyable for students. This model also puts forward activities such as reading, writing, listening, moving, and thinking. In addition to the interdependence between groups, this model also trains the independence of students not to always depend on the teacher in obtaining learning material. In this model students will race to become the first group to solve questions, so that it will create a pleasant learning situation for students.

The steps for the Quick On the Draw learning activity are: 1) the educator prepares a set of questions for each group; 2) Students are grouped into groups according to the number of students; 3) Educators provide source material to students (one person and one source material); 4) When the educator gives the start signal, one student from each group comes to the educator's table to take questions, then takes them back to the group; 5) Students seek answers from source material and write answers on different sheets of paper; 6) Students report the results of their group answers, if the answers are accurate and complete, continue to the second question. Meanwhile, if the answer is not complete and accurate, it must be corrected again by re-reading the source material; 7) Question and answer between students and educators to discuss answers to questions, while listening to the educators' explanations; 8) Concluding by making a summary or written notes.

The activities of the Quick On the Draw learning steps will encourage more efficient group work, the faster progress will be, and make students aware that the division of tasks is more useful than duplicating friends' assignments. It also provides experiences regarding speed reading skills, reading questions carefully, answering questions quickly, and differentiating between important and less important material. This activity also helps students get used to learning with sources other than educators, and is also suitable for students who cannot sit still for more than two minutes.

While the advantages are more or less the same as the benefits, but the Quick On the Draw activity can be created as an alternative to checking answers carefully and specifications, this activity can also be a shortcut for educators not copying a set of carded questions to each group, but the educator whispering questions to every runner when they arrive. 5) Questions can be grouped, and can lead to peer teaching.

To answer the formulation of problem 2 about how to analyze student learning outcomes through Quick On The

Draw learning activities, researchers took from 5 national journals, namely: 1) Wiratama Journal, et al; 2) Jurnal Biru ; 3) Journal of Aini & Irawati ; 4) Journal of Afrina, et al ; and 5) Journal of Ayu, et al. Then the researchers also took from 1 international journal, namely the journal Riyadi, et al. [13],[8],[9],[10],[11],[12],[13].

Analysis of student learning outcomes through Quick On the Draw learning activities from 5 national journals and 1 international journal above, shows that Quick On the Draw learning activities are proven to improve student learning outcomes, this is proven after analysis of journals that have conducted research using Classroom Action Research (PTK). Of the 6 journals that were analyzed by researchers, 5 journals used cycle II, namely cycle I and cycle II, while 1 journal used cycle III, namely cycle I, cycle II and cycle III in carrying out their research. I

Data from each researcher who has conducted this research will be shown in the following table:

Table 1  
Results of Research Data Analysis Based on Journals

journal analysis	form of research			enhancement
	cycle I	cycle II	cycle III	
journal 1	74,21	87,33		13,12
journal 2	68,41	74,38		5,97
journal 3	14,29	57,14	85,71	71,42
journal 4	20,59	64,71		44,12
journal 5	13,77	19,06		5,29
journal 6	75,02	84,53		9,51
information	all increase			

Based on data from journals that have conducted research, it is clear that all research has increased, so it can be concluded that the analysis of student learning outcomes through Quick On the Draw learning activities is proven to improve student learning outcomes.

Meanwhile, to answer the formulation of problem 3 about how to analyze the relationship between Quick On The Draw learning activities on student learning outcomes, researchers analyzed from 2 journals, namely the journal Sherlyani, et al and the journal Fatmahningrum. And also analyzed from 5 theses, namely: 1) Azizah; 2) Safitri; 3) Yuliani; 4) Munawaroh ; and 5) Apriyani. [14],[15],[16],[17],[18].

Analysis of the relationship between Quick On the Draw learning activities on student learning outcomes when viewed from two journals and five thesis research that conducts research using experimental research methods. Shows that the percentage of the class that is used as the experimental class shows a higher average than the class that is used as the control class. The hypothesis in all studies conducted by these researchers was tested using the t-test, which shows the results of the t-count > t-table, which means that there is an effect of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted. This shows that there is an effect of the Quick On the Draw learning activity on student learning outcomes.

Table 2  
Percentage of control class and experimental class based on journals and theses

journal and thesis analysis	control class (%)	experimental class (%)
journal 1	48,51	74,95
journal 2	51	71
thesis 1	40,2	63,4
thesis 2	104,12	109
thesis 3	44,38	45,2
thesis 4	72,22	77,01
thesis 5	6,6	84

Based on the results of the percentage of the control class and experimental class, seen from the 2 journals and 5 theses above, it shows that using the Quick On the Draw learning model the average percentage of the experimental class is higher than the percentage of the control class that is given treatment using conventional models.

#### IV. CONCLUSION

Based on the analysis of journals and theses that conduct research using the Quick On the Draw activity in their research, whether it is research using the experimental method or the Classroom Action Research (CAR) method, it is proven that the Quick On the Draw activity can improve student learning outcomes seen from There are differences in student learning outcomes starting from cycle I, cycle II and cycle III which have increased. And also all studies that use quasi-experimental research methods show the results of the t-test value of  $t_{count} > t_{table}$ , which means that there is an effect of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted. The final conclusions obtained in the research and suggestions for improvements deemed necessary or relevant further research.

#### REFERENCES

- [1] Dahlan, T., Nurhadi, M., & Rohimah, S. M. (2017). Pengaruh Pendekatan Open-Ended Terhadap Kemampuan Berpikir Kreatif Matematis Mahasiswa PGSD. *Symmetry: Pasundan Journal Of Research in Mathematics Learning and Education*, 2(2548–2297), 53–66.
- [2] Inggriyani, F., Hamdani, A. R., & Dahlan, T. (2019). Minat Belajar Mahasiswa dengan Menggunakan Blended Learning melalui Google Classroom pada Pembelajaran. *Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran*, 3(April 2549-9114), 28–35. <https://doi.org/https://doi.org/10.26858/pembelajar.v3il.8649>
- [3] Afrina, N., Heleni, S., & Sakur. (2014). Penerapan Aktivitas Quick On the Draw Untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas IX.4 Smp Negeri 22 Pekanbaru. 1–14.
- [4] Aini, S. D., & Irawati, S. (2018). Meningkatkan Hasil Belajar Mahasiswa Melalui Pembelajaran Visual Thinking Disertai Aktivitas Quick on the Draw Improving Student Learning Outcomes through Visual Thinking Learning with Quick on the Draw Activities. *Journal.Uny.Ac.Id*, 12(2), 210–219.
- [5] Apriyani, W. (2018). Pengaruh Strategi Quick On the Draw terhadap Hasil Belajar Fiqh Siswa Di Kelas V MIN 1 Bandar Lampung. *UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG 1440 H / 2018 M*.
- [6] Atmah. (2011). Penerapan strategi quick on the draw dalam pembelajaran ipa smp pada materi sistem dalam kehidupan manusia. *Jurnal Inovasi Pendidikan Sains*, 2(1), 13–18.
- [7] Ayu, E. Y., Linda, R., & Agustina. (2018). Penerapan Pembelajaran Quick On the Draw Pada Materi Laju Reaksi untuk Meningkatkan Aktivitas Belajar siswa. *Jurnal Pendidikan Kimia Indonesia*, 2(1), 32–41.
- [8] Azizah, M. (2017). Pengaruh Model Quick On The Draw Terhadap Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Ips Di Sdn 19 Ampenan Tahun Pelajaran 2016/2017. *Universitas Islam Negeri (UIN) Mataram*.
- [9] Biru, B. L. (2014). Penerapan Model Pembelajaran Kooperatif Tipe Quick In The Draw Untuk Meningkatkan Hasil Belajar Sosiologi Siswa Kelas XI IPS 1 SMA Negeri 2 Karanganyar Tahun Pelajaran 2013/2014. *UNIVERSITAS SEBELAS MARET SURAKARTA*.
- [10] Fatmahningrum, S. A. (2015). Pengaruh Penggunaan Model Pembelajaran Kooperatif Tipe Quick On The Draw Terhadap Hasil Belajar Siswa. *Jurnal*, 1–9.
- [11] Ginnis, P. (2008). Trik & Taktik Mengajar Strategi Meningkatkan Pencapaian di Kelas. *DKI: PT Indeks*.
- [12] Himawan, N, A., & Wilujeng, I. (2020). Improving students ' problem-solving skills through quick on the draw model assisted by the optical learning book integrated the Pancasila Improving s tudents ' problem-solving skills through quick on the draw model assisted by the optical learning book i. *Journal of Physics: Conference Series*, 10(1088/1742-6596/1440/1/012031), 1–6. <https://doi.org/10.1088/1742-6596/1440/1/012031>
- [13] Maimunah, S., & Nasution, S. P. (2018). Aktivitas Quick On The Draw dalam Tatahan Pembelajaran Kooperatif Ditinjau dari Self Confidence pada Materi Peluang. 1(3), 275–284.
- [14] Marniati, & Tahir. (2019). Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Quick On The Draw terhadap Peningkatan Hasil Belajar Matematika Siswa. *Jurnal.Unsulbar.Ac.Id/Saintifik*, 5(1), 44–52.
- [15] Munawaroh, E. (2018). Pengaruh Metode Quick On The Draw Terhadap Hasil Belajar Siswa Mata Pelajaran Fiqih Di MTS Yapsi Sumber Jaya Kab. Lampung Barat. *UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG 1439H/2018M*.
- [16] Riyadi, B. A., Soetjipto, B. E., & Amirudin, A. (2016). The Implementation of Cooperative Learning Model

- Fan-N-Pick and Quick on the Draw to Enhance Social Competence and Cognitive Learning Outcome for Social Studies. *Of Humanities And Social Science (IOSR-JHSS)*, 21(4), 90–96.  
<https://doi.org/10.9790/0837-2104019096>
- [17] Safitri, N. A. (2017). Pengaruh Penerapan Strategi Pembelajaran Quick On The Draw Terhadap Motivasi Dan Hasil Belajar Siswa Pada Materisistem Gerak Pada Manusia Kelas VIII SMP Negeri 3 Pallangga. UIN Alauddin Makassar.
- [18] Sherlyani, A., Ardi, Farma, S. A., & Alberida, H. (2019). Pengaruh Model Pembelajaran Quick On The Draw Terhadap Peningkatan Aktivitas Dan Hasil Belajar Peserta Didik Pada Mata Pelajaran IPA Kelas VIII SMPN 13 Padang. *Jurnal Bioilmi*, 5(2), 127–132.
- [19] Suryadinata, N. (2015). Pengembangan Perangkat Pembelajaran Strategi Quick On The Draw Dengan Masalah Open Ended Untuk Meningkatkan Kemampuan Berpikir Kreatif Materi Prisma Dan Limas. *Jurnal Pendidikan Matematika FKIP Univ. Muhammadiyah Metro*, 4(1), 9–21.
- [20] Wiratama, W. M. P., Santiyadnya, N., & Krisnawati, L. (2017). Penerapan Model Pembelajaran Kooperatif Tipe Qd (Quick On The Draw) Untuk Meningkatkan Hasil Belajar Mata Pelajaran Prakarya Dan Kewirausahaan. *Jurnal Pendidikan Teknik Elektro Undiksha*, 6(3), 137–146.
- [21] Yuliani, E. (2019). Pengaruh Media Papan Climbing Dalam Strategi Quick On The Draw Terhadap Hasil Belajar Tema 1 Subtema 4 Siswa Kelas Iii Mi Norrahman Kota Banjarmasin. UNIVERSITAS ISLAM NEGERI ANTASARI.

# Artikel Pa Dadang Mulyana.3

---

## ORIGINALITY REPORT

---

**27** %

SIMILARITY INDEX

**26** %

INTERNET SOURCES

**10** %

PUBLICATIONS

**7** %

STUDENT PAPERS

---

## MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

---

3%

★ 123dok.com

Internet Source

---

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off