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The Sscs Learning Model (Search, Solve, Create, and Share): Its Effectiveness on Students' Learning Outcomes at Smp Negeri 5 Bandar Lampung

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A B S T R A C T

This research is motivated by the importance of improving students' learning outcomes in the cognitive domain at the C4 level (analysis), which is a crucial component of higher-order thinking processes. The purpose of this study is to examine the effect of problem-based learning models on students' learning outcomes at the analysis level. This study employs a quantitative approach with a quasi-experimental posttest-only control group design. The research sample consists of two eighth-grade classes at SMP Negeri 5 Bandar Lampung, selected using simple random sampling. Class VIII.6, serving as the experimental group, received instruction through a problem-based learning model, while class VIII.8, serving as the control group, received conventional instruction. The instrument used was a multiple-choice test consisting of five valid items, with a reliability coefficient of 0.673. Data analysis was conducted using prerequisite tests and an independent samples t-test. The results showed a significance value of 0.073 > 0.05, indicating that H_0 is accepted. Therefore, there is no significant difference between the learning outcomes of the experimental group and the control group. In conclusion, the implementation of the problem-based learning model did not have a significant effect on improving students' analytical skills compared to conventional teaching methods.

1. Introduction

Education is a process of social interaction that takes place within a specific environment, aiming to transform individuals' behavior and mindset in accordance with the direction and goals of education. (Cahyadi et al., 2024). Educators play a vital role in the field of education—not only in teaching and shaping students' character, but also in contributing to the achievement of optimal learning outcomes. This role serves as a fundamental foundation in the learning process (Dwi et al., 2022; Marlina & Syamsurizal, 2023). Students' learning outcomes play a crucial role in determining the teaching methods and instructional tools used (Komang et al., 2021; Munawarah & Kusumawardani, 2024). These results serve as a

benchmark for assessing the effectiveness of the learning process. Therefore, students are expected to achieve comprehensive learning outcomes aligned with the goals of education (Sulistiani et al., 2024; Tiana et al., 2021). Therefore, it is essential to understand learning outcomes in the context of education, particularly in Islamic Religious Education (Nurakmal, R. R., & Nelyza, 2023; Supit et al., 2023). Which reflects students' ability to apply the knowledge they have learned in real-life situations (Al-farin et al., 2024). To enhance learning activities, educators can assist students in achieving the desired learning outcomes (Ananada, 2025; Khoiri, 2021).

The success of education in schools can be measured by students' learning outcomes (Harefa et al., 2023; Takda et al., 2021a). Therefore, it is necessary to carry out the learning process effectively in order to achieve optimal learning outcomes (Takda et al., 2021b; Villena-Taranilla et al., 2022) Accordingly, evaluation is conducted at the end of the learning process to determine the extent to which the learning objectives have been achieved and to identify the aspects in which students have succeeded (Nabillah & Abadi, 2023; Odogwu et al., 2025). Learning outcomes are important to identify, as they help educators assess students' knowledge development (Tutiareni et al., 2021; Wiriani, 2021). Therefore, attention to learning outcomes is essential to ensure that learning objectives are achieved optimally (Irawati et al., 2021; Naziroah, 2024)

Based on preliminary research data collected by the author at SMP Negeri 5 Bandar Lampung, conducted from January 9 to 11, 2025, involving eighth-grade students and teachers, several stages were carried out, including interviews, documentation, and the distribution of test questions. The interviews revealed several identified issues: (1) Inadequate facilities and infrastructure, (2) The use of conventional teaching models, (3) Lack of student concentration during the learning process, especially when the teacher is delivering the material, and (4) Ineffective use of time during Islamic Religious Education (PAI) lessons. Based on the results of observations and an interview with one of the Islamic Religious Education teachers at SMP Negeri 5 Bandar Lampung, Mr. Selamat Riyadi, S.Ag., it was found that improving students' learning outcomes requires innovative, engaging, and relevant instructional models (Tutiareni et al., 2021).

Such innovation is expected to have a significant positive impact on learning achievement (Ananada, 2025; Niko Setiawan, 2024). At the junior high school level, students' knowledge competencies should encompass all cognitive levels, in accordance with Bloom's Taxonomy (Lasaiba, 2023). This taxonomy explains that the cognitive domain encompasses the processes of information processing, knowledge acquisition, and thinking skills. Ideally, the learning process should cover a hierarchical sequence of stages, starting from remembering, understanding, applying, analyzing, creating, and evaluating (Mahmudi et al., 2022).

In Bloom's Taxonomy theory, the cognitive domain consists of six levels: C1 (remembering), C2 (understanding), C3 (applying), C4 (analyzing), C5 (evaluating), and C6 (creating) (Permatasari, 2020). The results of the preliminary research indicate that the majority of students still struggle to achieve learning

outcomes at higher-order thinking skills (HOTS) levels, particularly at the C4 level (analysis). These findings suggest that the effectiveness of the currently implemented models and methods has not yet maximized students' learning outcomes. Therefore, it can be concluded that there is a need for innovative instructional models that can better support student achievement at SMP Negeri 5 Bandar Lampung.

To address the problems encountered in the learning process, the author proposes the implementation of the SSCS (Search, Solve, Create, and Share) learning model as a solution (Amanda & Mufit, 2024; Yuliarini & Ruhimat, 2020). This model is designed to improve students' learning outcomes through activities such as information searching, problem solving, drawing conclusions, and presenting results. The SSCS (Search, Solve, Create, and Share) model encourages students to think critically, engage in discussion, analyze information, and develop problem-solving skills as well as personal responsibility in learning (Aryani et al., 2024; Gultom et al., 2024; Maimun & Bahtiar, 2022; Zulkarnain, Hutkemri Zulnaidi, Susda Heleni, 2021). The implementation of the SSCS (Search, Solve, Create, and Share) model is effective in enhancing students' cognitive abilities. This model also provides students with the opportunity to explore and present their ideas in front of the class (Meilindawati & Andriani, 2020; Rahman et al., 2022; Rahmawati et al., 2021; Rosidah & Putri, 2020).

This activity encourages students to work in groups, thereby enhancing their collaboration skills in solving the given problems (Jiltasari et al., 2020; Mulyana et al., 2023; Rezeki, 2020; Widyati & Irawati, 2021). A previous study on the implementation of the SSCS (Search, Solve, Create, and Share) learning model was conducted by Amirudin Takda (Takda et al., 2021a), Gaudensia A. Ani Yanti (Yanti A.Ani, 2020), Satriani DH (Satriani DH, Muhammad Irfan, Muhammad Amran, 2023), Asvin (Asvin et al., 2021), Reka Septiana Putri (Putri et al., 2023). The findings of Amirudin Takda's study indicate a significant improvement in learning outcomes following the implementation of the SSCS (Search, Solve, Create, and Share) model. However, despite the extensive research on the effectiveness of this model, its application has remained largely limited to the field of science and has not been thoroughly explored in the context of Islamic Religious Education at the junior high school level (Murtini et al., 2023)

This study aims to examine the effect of the SSCS (Search, Solve, Create, and Share) learning model on students' learning outcomes in Islamic Religious Education at SMP Negeri 5 Bandar Lampung. This research is significant considering the current educational challenges that demand improved learning quality to foster greater student competence (Merta, 2024). The SSCS (Search, Solve, Create, and Share) model, which integrates question-based discussions and group work, has the potential to enhance students' critical thinking skills, social abilities, and learning outcomes (Areskiana Aziz & Sebayang, 2021). Twenty-first century learning requires students to master knowledge, social skills, and critical thinking. Therefore, this study aims to investigate the effect of the SSCS (Search, Solve, Create, and Share) model on students' cognitive and social learning outcomes (Agustin et al., 2023; Mayasari & Setiawan, 2022; Nabillah & Abadi,

2023). Although numerous instructional models have been tested, this study is expected to contribute to educators and institutions in selecting more effective teaching models. The results can serve as a reference for developing teaching methods that meet students' needs and enhance the overall quality of education. Therefore, this study is relevant to the creation of an effective learning environment.

2. Methodology

This study employed a quantitative approach using a quasi-experimental design, which is appropriate when random assignment of subjects is not entirely possible. The design used was a posttest-only control group design, consisting of two groups: an experimental group that received instruction using a problem-based learning model, and a control group that received conventional instruction (Suharsimi, 2020). The primary aim of this study was to examine the effect of the problem-based learning model on students' learning outcomes at the C4 cognitive level (analyzing). The research was conducted at SMP Negeri 5 Bandar Lampung during the second semester of the 2024/2025 academic year. The population consisted of all eighth-grade students, totaling nine classes. The sampling technique used was simple random sampling, conducted through a lottery system. Based on the draw, Class VIII.6 was selected as the experimental group, and Class VIII.8 as the control group. Both classes underwent the learning process according to their respective instructional models, and were given the same posttest to assess their learning outcomes.

The learning model implemented in the experimental group consisted of four main stages. First, students were asked to search for information relevant to the lesson material to build initial understanding. Second, the teacher guided students to formulate provisional answers or hypotheses to the given problem. Third, students worked in groups to develop solutions to the problem based on the gathered information. Fourth, students presented the results of their group discussions to the class. This model was designed to foster analytical thinking and collaborative problem-solving skills.

The research instrument used was a multiple-choice test developed to measure students' analytical skills (C4 level), consisting of 10 items. Validity testing using the Pearson Product Moment correlation revealed that 5 items were valid (Muktamar Cholifah Aisiyah, Izza Eka Ningrum, 2021). The reliability test, using Cronbach's Alpha formula, yielded a coefficient of 0.673, indicating that the instrument was sufficiently reliable for use in this study. The posttest was administered after the instructional treatments to evaluate students' cognitive outcomes.

Data analysis began with prerequisite tests, including normality and homogeneity tests, to ensure that the data met the assumptions for further statistical analysis (Usmadi, 2020). Hypothesis testing was then conducted using an independent sample t-test to determine whether there was a significant difference in learning outcomes between students taught using the problem-based learning model and

those taught using conventional methods (Rahmawati et al., 2024). The results of this analysis served as the basis for drawing conclusions regarding the effectiveness of the learning model in improving students' analytical thinking skills.

3. Result and Discussion

In this study, the researcher selected the topic 'Becoming a Trustworthy Individual: Avoiding Usury in Buying, Selling, and Lending Transactions' for Grade VIII to examine the differences between a treatment group taught using the SSCS (Search, Solve, Create, and Share) learning model and a control group taught using a conventional learning model. This topic was chosen because it aligns well with the SSCS model, which allows students to access and engage with the material not only in the classroom but also from any location. The study was conducted over four sessions: three sessions were used for implementing the SSCS learning model in the experimental class and the conventional model in the control class, while the final session was used to administer a post-test to evaluate students' learning outcomes after the completion of the learning process, As shown in the figure 1.

Figure 1. Students' Learning Activities

This study employed a multiple-choice test instrument to measure students' learning outcomes. Prior to distributing the test items, the researcher conducted an instrument validation process using validity testing, as well as reliability testing to determine the extent to which the instrument demonstrated accuracy, precision, stability, and consistency in measuring specific issues within a group of individuals, even when administered at different times. The data were obtained from 10 construct-validated questions, which were then distributed to a pilot class. The results of this data were subjected to validity and reliability tests. Subsequently, only valid and reliable items were used for both the control and experimental classes. The results of the validity and reliability tests are presented in the following table, As shown in the table 1.

Table 1. Description of Validity Results in the Pilot Class

Item No	R_{tabel}	R_{hitung}	Description
1	0,3494	0,444	Valid
2	0,3494	0,313	Invalid
3	0,3494	0,223	Invalid
4	0,3494	0,379	Valid
5	0,3494	0,148	Invalid
6	0,3494	0,047	Invalid
7	0,3494	0,556	Valid
8	0,3494	0,605	Valid
9	0,3494	0,736	Valid
10	0,3494	0,084	Invalid

Reliability testing is the process of evaluating how consistent and stable the results obtained from a research instrument, such as a questionnaire or test, are when used repeatedly or by different observers under the same conditions, As shown in the table 2.

Table 2. Description of Reliability Test Results in the Pilot Class

Reliability Statistics	
Cronbach's Alpha	N of Items
.673	10

The results of the validity and reliability tests indicate that, out of 10 items tested for validity, 5 items demonstrated accuracy, precision, stability, and consistency, with a Cronbach's Alpha reliability coefficient of 0.673 > 0.60. Therefore, the data can be considered both valid and reliable. Given that the value exceeds 0.60, the instrument is deemed appropriate for use in both the control and experimental classes to assess students' learning outcomes.

Normality Test

Normality testing is a test used to determine whether the data that has been collected follows a normal distribution or not. The data is considered to be normally distributed if the significance value is greater than 0.05. The results of the normality test for the post-test data of the experimental and control classes are presented as follows, As shown in the table 3.

Table 3. Results of the Normality Test

Test or Normality							
Kelompok		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistc	df	Sig.
data	1	.192	32	.004	.920	32	.021
	2	.200	32	.002	.887	32	.003
a.Liliefors Significance Correction							

Based on the table, it can be seen that the normality test using the Shapiro-Wilk method yielded a significance value of 0.21 in the control class and 0.003 in the experimental class. Since both values are less than the significance level of 0.05, it

indicates that the data in both groups are not normally distributed according to the Shapiro-Wilk method, As shown in the table 4.

Table 4. Mann-Whitney Test

Test Statistics[a]

	Learning Outcomes
Mann-Whitney U	383.000
Wilcoxon W	879.000
Z	-1.809
Asymp. Sig. (2-tailed)	.070

a. Grouping Variable : class

Homogeneity Test

In this study, a homogeneity test was conducted to determine whether the variances among the populations in the study were equal. The data are considered homogeneous if the significance value is greater than 0.05, otherwise, they are considered not homogeneous if the significance value is less than 0.05. The data were analyzed using SPSS 25 for Windows. Based on the results of the homogeneity test, the significance value obtained was 0.307, which is greater than 0.05. Therefore, it can be concluded that the data are homogeneous or have equal variance. This indicates that the post-test data come from similar or homogeneous populations, as the significance value of 0.307 > 0.05. Thus, the data from both the control and experimental classes are homogeneous, and further data analysis can be carried out.

Hypothesis Test

In this study, the hypothesis test used was the Independent Sample t-test. The purpose of this test is to examine the final abilities of the samples. It is used to determine whether there is a difference between two distinct classes, one that received a special treatment and another that did not receive any treatment.

Based on the data, Levene's Test for Equality of Variances resulted in a value of 1.062, with a Sig. (2-tailed) value of 0.073 > 0.05. According to the decision-making criteria in the Independent Sample t-test, if t_calculated < t_table, then H_0 is accepted. Conversely, if t_calculated > t_table, then H_0 is rejected.

This study aims to determine the effect of the SSCS (Search, Solve, Create, and Share) learning model on the learning outcomes of eighth-grade students on the topic Becoming a Trustworthy Person by Avoiding Riba in Buying, Selling, and Borrowing Transactions at SMP Negeri 5 Bandar Lampung during the even semester of the 2024/2025 academic year. Based on the results of the hypothesis testing using the Independent Sample t-Test, it was found that there is a significant difference in learning outcomes between the experimental class, which used the SSCS learning model, and the control class, which used a conventional learning model.As shown in the table 5.

Table 5. T-Test

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
data	Equal variances assumed	1.062	.307	-1.825	62	.073	-.500	274	-1.048	.048
	Equal variances nol assumed			-1.825	61.722	.073	-.500	274	-1.048	.048

The SSCS (Search, Solve, Create, and Share) model has the advantage of enhancing students' active participation, as each of its stages is designed to directly engage students in the learning process (Murtini et al., 2023; Tralisno & Alfi, 2025). In the Search stage, students are trained to find and understand information relevant to the material. This promotes information literacy skills and fosters critical thinking. The Solve stage encourages students to think analytically by formulating preliminary solutions to existing problems. Next, in the Create stage, students collaborate in groups to produce solutions based on the information gathered, thereby promoting creativity and teamwork skills. The final stage, Share, provides an opportunity for students to present their findings (Hapsari et al., 2023).

The results of this study indicate that the implementation of the SSCS (Search, Solve, Create, and Share) learning model did not have a significant effect on improving the learning outcomes of eighth-grade students in the topic 'Becoming a Trustworthy Person: Avoiding Usury in Buying, Selling, and Debt Transactions' at SMP Negeri 5 Bandar Lampung. This is evident from the comparison of post-test scores between the experimental group and the control group, in which the group that received conventional instruction actually achieved higher scores. This finding is supported by the results of the hypothesis test using the Independent Sample t-Test, which showed a significance value of 0.307, above the critical threshold of 0.05. Therefore, statistically, there is no significant difference between the learning outcomes of the two groups, and the application of the SSCS model in this context was not proven to be effective.

Although the SSCS (Search, Solve, Create, and Share) model theoretically offers an active and constructive approach through the stages of seeking information, solving problems, creating solutions, and sharing results, its implementation in practice faced several challenges that hindered its effectiveness. First, students' readiness to actively engage in the learning process was still low. Most students were not yet accustomed to an approach that demands independence, collaboration, and creativity. They continued to show dependence on the teacher and felt confused when required to work independently in groups, particularly during the 'solve' and 'create' stages. Second, the limitations of the researcher as the instructor also influenced the outcomes. Although the learning tools had been prepared, in practice, time management and classroom dynamics were often suboptimal. The imbalance between the time available and the requirements of each stage in the SSCS model caused some phases, especially the 'create' and 'share' stages, to be carried out less effectively. This directly impacted the low quality of students' learning outcomes.

Third, the available facilities and infrastructure during the study did not fully support activity-based learning. Limited access to the internet, digital devices, and other supporting resources hindered the implementation of the 'search' and 'share' stages. Several groups had to share devices, which slowed down the learning process and reduced the effectiveness of discussions and presentations. Additionally, the topic of riba, which is abstract and normative in nature, made it difficult for students to understand and apply the concepts in a concrete way. Although contextual examples were provided, students still struggled to design products or solutions relevant to their own lives.

Lastly, the evaluation instruments used in this study focused primarily on cognitive aspects. As a result, the success of the SSCS model in fostering critical thinking, collaboration, and creativity was not fully reflected in the research findings. In fact, the nature of this model emphasizes the development of affective and psychomotor domains through exploratory and collaborative activities. Evaluation limited to written test results failed to objectively capture the model’s non-cognitive impact. Considering these various factors, it can be concluded that the ineffectiveness of the SSCS model in this study was not solely due to the model’s inherent weaknesses, but also to several implementation challenges, students’ readiness, limited resources, the nature of the subject matter, and the evaluation approach used. This study offers an important lesson that the effectiveness of a learning model greatly depends on the overall preparedness of the learning environment, not merely on the strength of the model’s design.

4. Conclusion

Based on the analysis results, there was no significant difference in learning outcomes between students taught using the problem-based learning model and those taught using conventional methods. Therefore, it can be concluded that the

implementation of the problem-based learning model did not have a meaningful impact on enhancing students' analytical skills (C4) in the learning context at SMP Negeri 5 Bandar Lampung.Future researchers are encouraged to expand this study by increasing the sample size, extending the duration of the intervention, and incorporating a wider variety of learning materials to obtain more representative results. Additionally, the problem-based learning model may be combined with other interactive or technology-based approaches to boost student engagement and learning motivation. The use of more diverse assessment tools, such as open-ended tests or process-based observations, is also recommended to provide a more comprehensive understanding of students' analytical abilities.

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