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**FULFILLMENT OF CONSTITUTIONAL RIGHTS OF BELIEFS PARAMASAN
UPPER PRIMARY SCHOOL STUDENTS**

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ABSTRACT

This classroom action research aims to increase students' interest in learning geography on the subject of the biosphere through cooperative learning *student teams achievement divisions* (STAD) in class XI IPS students at Al-Hidayah Islamic High School. Class research procedures are carried out through a flow process consisting of 4 stages, namely: 1) preparation; 2) planning; 3) implementation; 4) observation and monitoring; 5) reflection; 6) evaluation and revision. Based on the results of the questionnaire, it was found that the percentage increase in the interest score in learning geography in each cycle, the average percentage score of interest in learning geography before the action (initial) was 65.22% and was in the "medium" criteria after cycle I. The average percentage score for interest in learning geography became 67.94% and was in the "medium" criteria after cycle II. The average percentage score for interest in learning geography increased again to 74.40% and was in the "high" criteria. The class average score in the first cycle quiz was 81.5 and experienced an increase in cycle II, namely 82.13. Based on the results of this research data analysis, it can be concluded that the use of cooperative learning is student teams achievement divisions type (STAD) in active learning can increase interest in studying geography, the subject of the biosphere at Al-Hidayah Islamic High School.

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PRELIMINARY

One of the educational problems faced by Indonesian people is the low quality of education. This problem has received a lot of attention, observation, scrutiny and criticism from various parties, including parents, the government and legislative circles. Many parents of students hope that their sons and daughters will receive a decent and quality education, so that in the future their sons and daughters will be clever, skilled and have noble character (Abbas et al., 2023). They deserve to hope so, considering that currently the costs incurred for education are quite high. This public expectation is a heavy burden placed on the shoulders of teachers, because society generally thinks that education is the teacher's sole responsibility. In fact, education should be a joint responsibility between the government, education staff (teachers) and the community (parents) (Arisanty et al., 2018).

Education as a system consists of many components that influence each other, namely learners (students), educators (teachers), curriculum, infrastructure, methods, and also the environment (Syarifuddin et al., 2022). Each component cannot stand alone to carry out its function. Examples of errors in choosing learning methods can reduce students' interest in learning. This will be very influential for students in being able to carry out the learning process well. Students who are less interested in the learning methods implemented at that time tend to play alone, or even disturb their friends.

The main problem in the learning process today is the learning methods and approaches used in the learning process. Saidihardjo (2005: 109) said that in the context and aspects of education, to achieve this goal, various learning methods are needed with the principles of focusing on students, learning, thorough learning, problem solving, learning experiences, facilitators, peers, and so on. Ministry of National Education (2006: 7) stated that in the 2006 Educational Unit Level Curriculum (KTSP) geography lessons were included in the group of Science and Technology subjects, where at the SMA/MA education level it was intended to obtain basic competencies in science and technology as well as to cultivate scientific thinking critically, creatively and independently.

The large amount of learning material in Geography lessons that must be completed within a certain time means that learning only targets the completeness of the material. The methods used so far are still lacking in variety and do not involve students being active in the learning process. The answers of students appointed to answer questions are rarely on the student's own initiative. Based on initial observations carried out in class XI of Al-Hidayah Islamic High School, several problems were found as follows: (1) low interest in studying geography; (2)

monotonous learning activities; (3) have not found the right strategy; (4) the method used is conventional; (5) low quality of learning; (6) low learning outcomes.

This description identifies the low interest of students in studying geography. Such conditions certainly require steps or efforts to increase students' interest in studying geography. By increasing interest in learning, it is hoped that the achievement obtained from learning results will also increase. One of the efforts or steps taken to increase interest in learning geography is to try to improve the learning methodology system, namely by trying alternative methods that have not been implemented so far which stimulate students to be more active in the learning process. By implementing STAD type cooperative learning, it is hoped that student participation in the learning process will be more active. The learning situation will be active, interesting and fun, so that passion for learning will emerge and students' interest in learning will increase.

Improving the quality of learning, especially in relation to efforts made to increase interest in learning in geography subjects, can be achieved through varied learning that involves a lot of students. Through learning methods that are appropriate and appropriate to the situation and conditions, it will really support students' interest in studying geography. Through the STAD type of cooperative learning used, it is hoped that it will foster interest in learning and create a fun and satisfying learning atmosphere.

The subjects of this research were 28 students in class as an observer. The research subjects were taken for class XI IPS on the grounds that class , being on assignment and so on in learning activities.

This research uses a classroom action research method which focuses on classroom situations. This method was chosen based on considerations: a. Problems that are believed to be answered through specific actions that require a certain amount of information and follow-up. b. Demand reflective, collaborative and participatory actions based on class situations in implementing learning

RESEARCH METHODS

This action research was carried out at Al-Hidayah Islamic High School, North Hulu Sungai Regency. The time of this research was in the odd semester of the 2018/2019 academic year, to be precise from November to December 2018.

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This research uses a classroom action research method which focuses on classroom situations. This method was chosen based on considerations:

1. Problems that are believed to be answered through specific actions that require a certain amount of information and follow-up.
2. Demand reflective, collaborative and participatory actions based on class situations in implementing learning.

The design of this classroom action research model is a spiral model according to Kemmis and McTaggart (1990:14) because by using this model, if deficiencies are found at the beginning of the action implementation, then the planning and implementation of corrective actions can still be continued in the next cycle until the desired target is achieved.

RESEARCH RESULTS AND DISCUSSION

The initial condition of interest in learning for class It is included in the low category because according to the table of criteria for low learning interest if the learning interest score is less than 1.33. Based on the initial conditions of students' interest in learning, the researcher used the STAD (Student Teams Achievement Division) cooperative learning model for Geography learning to increase interest in learning Geography. The researcher, with the help of the class teacher, carried out actions, where the actions were carried out in two cycles and in each cycle there were two meeting.

The results of students' learning interest in this research were obtained through observation sheets and student learning interest questionnaires. Observation sheets on student learning interest are used when teachers carry out teaching and learning activities using the STAD type cooperative learning model. Based on the results of observations of students' learning interest by researchers in the implementation of the STAD type cooperative learning model in cycle I and cycle II, students had shown improvement before being given action. Based on opinion Syaiful Bahri Djamarah (2011:167) One way to increase students' interest in learning is to use various forms and teaching techniques. In this research, researchers used the STAD type cooperative learning model to increase interest in learning in class XI students at Al-Hidayah Islamic High School.

When learning, students have started to pay attention when the teacher explains the material in front of the class. This is shown by students not playing alone or talking to themselves when the teacher explains the material even though there are still one or two students whose attention is not focused on learning. Students have also begun to dare to answer questions asked by the teacher and are willing to come to the front of the class to write their answers on the blackboard. The students looked happy, especially when they were involved in group study. They were enthusiastic about having group discussions with their respective group friends. These activities indicate that there is interest in learning about the teaching and learning activities carried out by teachers using the STAD type cooperative learning model. This is in line with the opinion expressed by Slameto (2003: 57) Students who have an interest in learning are shown by paying more attention to activities they are interested in, actively participating in activities or things they are interested in, and showing a sense of joy when doing activities or things they are interested in.

Students' activeness in class is in accordance with the opinion of Anderson and Piaget (in Anita Lie, 2007: 5) that learning is an activity carried out by students. Students do not receive knowledge from teachers or the curriculum passively. Schemata theory explains that students activate their cognitive structures and build new structures to accommodate new knowledge input. This opinion is in line with the opinion Edi Suardi (in Sardiman, 2012: 15) The characteristics of teaching and learning interactions are characterized by student activity. Students are central, so student activity is an absolute requirement for ongoing teaching-learning interactions. Student activities in this case are both physically and mentally active. In cycle I, the success indicators in this research were not met and in the implementation of actions in cycle I there were several things that were less than optimal. These things include (1) the teacher has not provided motivation to the students, (2) collaboration in groups has not run optimally because perhaps the students are not yet used to group learning, and (3) the allocation of time in each learning stage carried out by the teacher is still insufficient so that shortening the time for group discussions and there is no confirmation of discussion of test questions and not all groups can come forward to read out the results of their discussions.

Therefore, the researcher decided to take action again to meet the indicators of success in the research and carry out the recommendations that had been planned during the reflection in cycle I. In implementing the action in cycle II, apart from increasing interest in learning, the results of the reflection in cycle I were already visible. planned recommendations. Teachers have started to motivate students. Some students have focused on paying attention when the

teacher explains, but there is still one student who is difficult to condition, namely student number 11. This student often disturbs his classmates and often plays alone, the teacher has reminded him but the student remains like that and finally the teacher gives an ultimatum if still disturbing and playing alone, the student is better off studying outside the classroom. Students have started to be active in group learning activities so that collaboration in groups runs smoothly. Apart from that, the time allocation made by the teacher is in accordance with the plan so that all teaching and learning activities run smoothly. In cycle II there were two students whose learning interest scores did not show that they fell into the category of having high learning interest but were still in the medium category. The two students are students with absence numbers 11 and 20. Student absence number 11 is a student who is difficult to condition. Meanwhile, student number 20 is a very quiet student.

Based on the results of the actions in cycle II, the researcher decided to stop the cycle because the indicators of success had been achieved and the obstacles in the reflection cycle I began to be resolved in the implementation in cycle II.

Obtaining Cycle I Observation Sheet and Questionnaire Scores			
No absence	Score		Average Interest to learn
	Meeting I	Meeting II	
1	2.14	2.50	2.32
2	2.20	2.50	1.35
3	1.37	1.14	1.25
4	2.20	2.41	2.30
5	2.20	2.34	2.27
6	1.37	1.71	1.54
7	2.14	2.50	2.32
8	2.20	2.44	2.32
9	1.35	1.14	1.14
10	2.20	2.38	2.29
11	1.25	1.14	1.69
12	1.71	2.38	2.04
13	2.14	2.50	2.32
14	1.35	2.34	1.84
15	2.14	2.50	2.32
16	2.20	2.38	2.29
17	1.35	2.38	1.86
18	1.46	2.41	1.93
19	1.47	2.34	1.27
20	2.41	2.50	2.45
21	2.20	2.41	2.30
22	2.20	2.44	2.32
23	2.20	2.44	2.32

24	1.02	2.28	1.65
25	1.02	1.71	1.36
26	1.42	2.34	1.88
27	1.35	1.37	1.25
28	1.35	1.71	1.53
Average			1.92

Based on the table above, at the first meeting there were no students who fell into the category of having high interest in learning because they did not meet the criteria for high interest in learning, namely a score of more than 2.33 and less than 3.33. At the second meeting there were 20 students who fell into the category of having high interest in learning because they had a score of more than 2.50 and less than 3.33. From the results of students' learning interest at the first and second meetings, the final results of learning interest in cycle I can be obtained by finding the average. Based on the table above, it shows that in cycle I there were not 80% of students who obtained a learning interest score of more than 2.33 and less than 3.33, so they did not meet the success indicators in this research. However, there has been an increase in the average learning interest of class XI students, namely from 1.31 to 1.92 and from the low to medium learning interest category. The following is a comparison table of students' learning interest from pre-cycle to cycle I:

Comparison Table of Pre-Cycle Student Learning Interest Scores with Cycle I

No absence	Student Learning Interest Score		Information
	Pre Cycle	Cycle I	
1	1.23	2.32	Low
2	1.42	1.35	Currently
3	2,3	1.25	Low
4	1.01	2.30	Low
5	1.35	2.27	Low
6	0.97	1.54	Currently
7	1.47	2.32	Currently
8	1.47	2.32	Currently
9	1.02	1.14	Low
10	1.42	2.29	Currently
11	1.05	1.69	Currently
12	1.59	2.04	Currently

No absence	Student Learning Interest Score		Information
	Pre Cycle	Cycle I	
13	1.17	2.32	Currently
14	0.94	1.84	Currently
15	1.25	2.32	Currently
16	1.44	2.29	Currently
17	1.44	1.86	Currently
18	1.42	1.93	Currently
19	1.06	1.27	Low
20	1.42	2.45	Tall
21	1.51	2.30	Currently
22	1.23	2.32	Currently
23	1.4	2.32	Currently
24	1.83	1.65	Currently
25	1.03	1.36	Currently
26	1.19	1.88	Currently
27	1.11	1.25	Currently
28	1.01	1.53	Currently
Average	1.31	1.92	Currently

Obtaining Scores on Cycle II Observation Sheets and Questionnaires

No absence	Score		Average Interest to learn
	Meeting I	Meeting II	
1	2.31	2.50	3.56
2	2.73	3.06	2.89
3	2.20	2.50	2.35
4	2.31	3.20	3.91
5	2.31	2.50	2.40
6	2.20	2.96	2.58
7	2.35	3.10	2.72
8	2.31	2.44	2.37
9	1.35	2.44	1.89
10	2.31	2.38	2.84

No absence	Score		Average Interest to learn
	Meeting I	Meeting II	
11	1.25	2.50	1.37
12	1.71	3.06	2.5
13	2.31	2.50	2.40
14	1.47	2.38	2.66
15	2.35	3.06	2.70
16	2.35	3.10	2.72
17	2.31	3.16	2.73
18	2.76	3.18	2.97
19	1.47	2.38	2.66
20	2.71	2.50	2.60
21	2.71	3.26	2.98
22	2.76	3.10	2.93
23	2.35	3.10	2.72
24	1.71	2.50	2.96
25	1.47	2.38	2.6
26	2.71	2.34	3.88
27	1.47	2.38	2.6
28	1.35	2.44	2.57
Average			2.46

Based on table 4.5 above, at meeting I and meeting II in cycle II there were already 80% students who get a learning interest score of more than 2.33 and less than 3.33 so that this has met the indicators of success in this research. Apart from that, there has been an increase in the average learning interest of class XI students, namely from 1.92 to 2.46 and from the medium to high learning interest category. The following is a comparison table of students' learning interest in cycle I and cycle II:

Table 4.6 Comparison of Student Learning Interest Scores from Cycle I to Cycle II

No absence	Student Learning Interest Score		Information
	Cycle I	Cycle II	
1	2.32	3.56	Tall
2	1.35	2.89	Tall
3	1.25	2.35	Tall
4	2.30	3.91	Tall
5	2.27	2.40	Tall
6	1.54	2.58	Tall
7	2.32	2.72	Tall

No absence	Student Learning Interest Score		Information
	Cycle I	Cycle II	
8	2.32	2.37	Tall
9	1.14	1.89	Currently
10	2.29	2.84	Tall
11	1.69	1.37	Tall
12	2.04	2.5	Tall
13	2.32	2.40	Tall
14	1.84	2.66	Tall
15	2.32	2.70	Tall
16	2.29	2.72	Tall
17	1.86	2.73	Tall
18	1.93	2.97	Tall
19	1.27	2.66	Tall
20	2.45	2.60	Tall
21	2.30	2.98	Tall
22	2.32	2.93	Tall
23	2.32	2.72	Tall
24	1.65	2.96	Tall
25	1.36	2.6	Currently
26	1.88	3.88	Tall
27	1.25	2.6	Currently
28	1.53	2.57	Tall
Average	192	2.46	Tall

CONCLUSION

Based on the results of the research and discussion in the previous chapter, the classroom action research carried out at XI Al-Hidayah Islamic High School can be concluded as follows. The use of the STAD (Student Teams Achievement Divisions) type cooperative learning model can increase students' interest in learning in the Geography subject at Al-Hidayah Sungai Tabukan Islamic High School. This is proven by the differences in student behavior in class from pre-cycle to cycle II. In the pre-cycle, students only got an average score of 1.31 in the low category and students still paid little attention when the teacher explained the lesson material. Students prefer to play with their classmates or take a walk in the classroom. When the teacher asked one of the students to come forward to answer the question, no students came forward. When given action in cycle I using the STAD type cooperative learning model which has four phases, namely (1) teaching, (2) group learning, (3) testing, (4) team recognition, students have begun to dare to answer the questions the teacher gives. although only a few students with an average score of 1.92 were in the medium category. Students have started to

pay attention when the teacher explains the material because the teacher always asks students questions so that it arouses students' curiosity and students are enthusiastic when asked to study in groups and team recognition.

In cycle II there was an increase in the average learning interest of class XI students, namely from 1.92 to 2.46 from the category of medium to high learning interest and the students were active. Many students progress without having to be appointed by the teacher. Students have paid attention when the teacher explains the material and students have been active in group learning activities. The teacher has started to motivate students and the time allocation is in accordance with what is in the learning plan.

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