
Improving Social Studies Learning Achievement through a Learning Community Approach for Class VIIB Students of SMP Negeri 27

Banjarmasin

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Abstrak

Berdasarkan hasil observasi diketahui bahwa hasil belajar siswa kelas VIIB SMP Negeri 27 Banjarmasin belum menunjukkan hasil belajar yang diharapkan dan masih di bawah standar kriteria ketuntasan minimal (KKM) 75. Sehubungan dengan permasalahan tersebut, penelitian ini menerapkan pendekatan *community learning*. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan durasi tindakan 2 siklus. Penelitian ini merumuskan apakah melalui pendekatan *community learning* dapat meningkatkan prestasi belajar IPS. Hasil penelitian menunjukkan bahwa prestasi siswa meningkat antara (60-100) dengan rata-rata 87,66. Sehubungan dengan hal tersebut, terjadi peningkatan ketuntasan pembelajaran dari siklus I ke siklus II dari 50% menjadi 93,75% yaitu sebesar 43,75%. Ketuntasan pembelajaran individu mengalami peningkatan dilihat dari skor rata-rata.

Kata kunci: Pengembangan Pariwisata. Prestasi Belajar IPS, Komunitas Belajar

Abstract

Based on observations, it is known that the learning outcomes of grade VIIB students at SMP Negeri 27 Banjarmasin have not shown the expected learning results and are still below the minimum completeness criteria (KKM) 75 standards. In connection with these problems, in this study a *community learning* approach was applied. The type of research used is Classroom Action Research (PTK) with a duration of action of 2 cycles. This study formulates whether through a *community learning* approach can improve social studies learning achievement. The results showed that student achievement increased between (60-100) with an average of 87.66. In connection with this, there was an increase in the completeness of learning from cycle I to cycle II from 50% to 93.75%, which was 43.75%. The completeness of individual learning has increased as seen from the average score.

Keywords: Tourism Development. Social Studies Learning Achievement, Learning Community

PRELIMINARY

Education is an effort of the community and nation in preparing its young generation, for the sustainability of a better life of society and nation in the future. This sustainability is accompanied by the inheritance of culture and character that has been owned by the community and nation.

Social studies education for schools according to Somantri (Sapriya, 2012: 11) is a simplification or adjustment of the disciplines of social sciences and humanities as well as basic activities that are organized naturally and pedagogically or psychologically for educational purposes (Jumriani, Syaharuddin, et al., 2021). Through social studies learning, students are expected to have good character, curiosity, ability to communicate, cooperate and be able to think logically and critically.

Effective education is an education that allows students to be able to learn easily, fun, so that they can achieve the expected goals and learning achievements (Aslamiah et al., 2021).

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Thus, teachers play an important role in increasing the effectiveness of learning so that learning can be useful.

The implementation of social studies learning at SMP Negeri 27 Banjarmasin, apparently has not fully guaranteed the effectiveness of learning so that social studies learning achievement has not increased. However, social studies learning has been carried out as optimally as possible to provide learning services to students, among others, the methods used by teachers vary, the application of strategies in learning to attract the attention of students, learning facilities in schools such as package books, supporting books and the use of tools / media used even though computer use is still limited (Abbas et al., 2018).

Problems show that some students still do not master the material delivered by the teacher and student involvement in learning has not gone well. This is characterized by, among others, there are still students who are less active, have not dared to ask questions and express opinions, students are only passive recipients, and lack of interaction and cooperation between students and student involvement in groups (Mutiani, 2019). To overcome these problems, it is necessary to improve and develop learner-centered learning and involve students directly in learning.

Based on the results of observations conducted by the author, social studies learning at SMP Negeri 27 Banjarmasin, especially grade VIIB students, still does not show the expected learning results and is still below the minimum completeness criteria (KKM) 75 standard. The learning outcomes of students who have not shown the expected results are shown from the First semester End of Semester Assessment (PAT) with a class average score of 57.3%.

The role of the teacher in the educational process determines student learning outcomes so that student learning achievement is maximized (Jumriani et al., 2022). Learning achievement is inseparable from learning activities, and is basically the result of interaction between various factors both from within the individual (internal factors) and from outside the individual (external factors).

Students' intellectual abilities and motivation largely determine their success in obtaining achievements. To find out whether someone is successful in learning, it is necessary to do an evaluation, the goal is to find out the achievements obtained by students after the teaching and learning process takes place.

In this regard, the method is carried out in a way that students can work together with each other to understand the meaning of the lesson content and cooperate actively in completing tasks. Students interpret the content of the lesson in groups. Students are more active in completing tasks assigned to them in groups compared to completing tasks individually.

Based on the above, one of the efforts made is to apply the learning community learning method. The community learning method aims to improve student achievement by sharing with capable friends, solving problems together, instilling shared responsibility, and developing students' social lives (Abbas et al., 2021). Learning community is used to describe a combination that can be thought of by individuals interested in the field of education. Sudirtha, 2017 in Du Four et al (2006) stated that he described three important elements to be successful in the learning community, namely: focus on learning (ensuring that students learn), collaboration culture, and results-oriented. While Learning community in Indonesian translated into learning community.

From the above opinion, it can be concluded that Learning community is a learning method that focuses on students by collaborating and agreeing to learn together in a group so that students exchange information with each other to get maximum results.

METHOD

This research was conducted at SMP Negeri 27 Banjarmasin, Jalan SMP 27 Sungai Andai, Sungai Andai Village, Banjarmasin. As for the subjects of the study is class VIIB. The research was conducted in class VIIB because it was motivated by several indications, namely the Final Assessment of Semester I under KKM and the situation in the learning process that was not optimal so that many students were not motivated to learn. In this PTK, the subjects in this study were class VIIB students with a total of 32 people consisting of 16 male students and 16 female students. This goal is to increase student achievement in following the teaching and learning process.

This research uses a qualitative approach, in this class action research researchers interact directly with research subjects naturally, namely carrying out research in accordance with the teaching and learning process in an observational way, systematic research, and drawing conclusions.

The type of research chosen is Classroom Action Research (PTK) which uses qualitative analysis. In this study, researchers are directly involved in the research process starting from preparing learning plans, activities, learning activities, to reporting data.

This class action research uses the following procedures: Planning (planning), action, observation and evaluation, and reflection in each cycle (Arikunto, 2006: 13). In this study, researchers are directly involved, namely acting as planners, teachers, observers, implementers, data collectors, analyzers and reporters of research results. In addition, researchers are also collaborative, involving teachers of cognate subjects.

RESULTS AND DISCUSSION

A. Implementation of Cycle 1

a. Action Preparation

Cycle 1 is carried out with two meetings. The basic competencies learned are the demand for goods and services. Activities carried out in the planning stage are the preparation of RPP, LKS, teaching materials, learning media, preparation of observation instruments, preparation of evaluation instruments and other activities oriented to the implementation of the Learning Community approach. The grouping of students was divided into eight groups, where one group consisted of four students and was observed by one observer.

b. Research implementation

The implementation stage is the stage of social studies learning activities using the Learning Community approach. Each learning meeting consists of three stages of activities, namely introduction, core, and closing. The learning activities carried out are opening lessons by saying greetings, praying together, absenteeism of students, holding initial tests, conducting perceptions, motivating students, and conveying learning objectives (Jumriani, Mutiani, et al., 2021). Dividing students into learning community groups / learning communities of four people explain learning material about the meaning of demand, factors that affect demand, and various requests. Give students the opportunity to ask questions. The teacher distributes assignments to each group in the form of worksheets. Supervise and guide each study group in turn. Encourage students to cooperate with each other in solving problems. Direct groups that have difficulty finding answers. Give each group the opportunity to read the results of the discussion. Re-explain the discussion material in accordance with the goals to be achieved. Conclude the material that has been discussed together with students and close the lesson with a greeting.

c. Observation

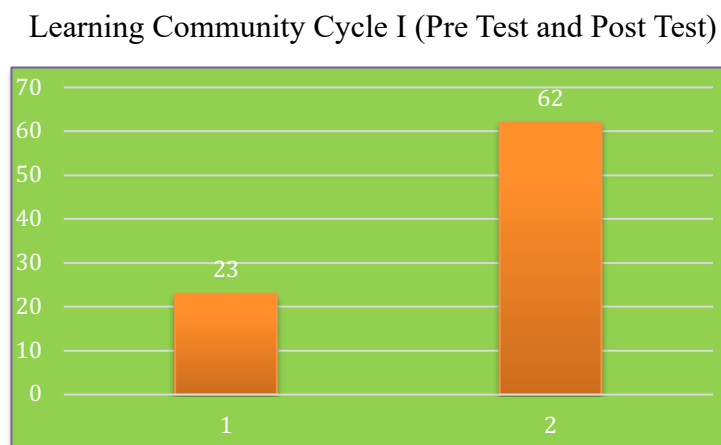
1. Student Learning Outcomes

To find out the initial ability before participating in learning using the learning community approach, individual tests are carried out at the beginning of the cycle. Meanwhile, at the end of learning, the final test is carried out in cycle 1.

Based on the data obtained from the pre-test scores obtained ranged from (10-50) with a class average of 23.28. While the post-test score in the first cycle obtained was (25-95) with a grade average of 62.34. The highest score of 50 became 95.

The results of this analysis can be seen in the pre-test score diagram and post-test score below:

Diagram of the average score of student learning outcomes in the implementation of the Approach



Description: 1=Pre Test 2=Post Test I

The diagram above shows an increase in student achievement, from pre-test to cycle I test, which is 23.28% to 62.34% by 39.06%. The measure of student success is declared successful, if it reaches 85% while learning achievement in the first cycle has not reached success, which is 62.34%.

2. Class Management Observation Sheet

a. Learning activities carried out by teachers.

In cycle I all aspects observed have been implemented (100%). There are fourteen (14) aspects with good category (60.87%), and nine (9) aspects with very good category (39.13%). It can be concluded that the value of learning management carried out by teachers is 84.78% with a good category.

b. Learning activities carried out by students

Based on data on student learning activities in cycle 1 that there are two aspects with sufficient categories (22.22%), there are five aspects of good categories (55.56%), and two aspects with very good categories (22.22%). Thus, the value of learning management for student activities is 75% with a good category.

3. Reflection Stage

Based on the results of cycle I observations on various problems regarding the implementation of learning using a learning community approach, namely:

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- a. Based on student learning outcomes from 32 students, only 16 students who completed scored >75 and 16 students who did not complete <75 . From the learning outcomes of students, classical completeness was obtained by 50% or a class average of 62.34%.
- b. From the results of classical completeness only reaches 50%. This has not met the competency standard, which is at least 85% of all students achieve KKM scores, namely for social studies subjects 75, so it needs to be improved again to conduct relearning on material that has not been mastered by students.
- c. Students' ability in learning such as working in groups, interacting in groups, asking questions is still lacking. While attention, the division of labor in the group and seriousness in the group are improved again. This looks like expressing opinions, asking and answering questions from other students and lacking respect for opinions from other groups. Thus, it needs to be improved again so that learning objectives can be achieved optimally. To motivate students in learning activities, especially in discussion activities, as teachers must encourage their students by providing rewards / rewards to raise student enthusiasm.

B. Implementation of Cycle II

a. Action Preparation

Cycle II is carried out with two meetings. The basic competencies learned are the demand for goods and services. Activities carried out in the planning stage are the preparation of RPP, LKS, teaching materials, learning media, preparation of observation instruments, preparation of evaluation instruments and other activities oriented to the implementation of the Learning Community approach. The grouping of students was divided into eight groups, where one group consisted of four students and was observed by one observer.

b. Research Implementation

The implementation stage is the stage of social studies learning activities with a Learning Community approach. Each learning meeting consists of three stages of activities, namely introduction, core, and closing. The learning activities carried out are opening lessons by saying greetings, praying together, absenting students, holding initial tests, conducting perceptions, motivating students, and conveying learning objectives. Dividing students into learning community groups / learning communities of four people explain the learning material about the factors that affect demand and types of demand. Give students the opportunity to ask questions. The teacher distributes assignments to

each group in the form of worksheets (Mutiani & Faisal, 2019). Supervise and guide each study group in turn. Encourage students to cooperate with each other in solving problems. Direct groups that have difficulty finding answers. Give each group the opportunity to read the results of the discussion. Re-explain the discussion material in accordance with the goals to be achieved. Conclude the material that has been discussed together with students and close the lesson with a greeting.

c. Observation

1. Student Learning Outcomes

To determine the final ability of students after participating in learning using a learning community approach, an individual test is carried out at the end of cycle 2. Based on student learning outcome data, it can be seen that the final test score of cycle II with a completeness score of 93.75%. The post test score in cycle II shows a range (60-100) with a grade average of 87.66. The highest score is 100.

2. Class Management Observation Sheet

a. Learning activities carried out by teachers.

The results of observations on learning management conducted by observers in cycle II are shown by the following data: all aspects observed have been implemented (100%), there are ten (10) kinds of aspects with good categories (43.48%) and thirteen aspects with very good categories (56.52%). It can be concluded that the value of classroom management carried out by teachers is 89.13% with a very good category.

b. Learning activities carried out by students

In the second cycle, data on learning activities carried out by students were obtained, namely there were five (5) kinds of aspects with good categories (55.56%) and four aspects with very good categories (44.44%). It can be concluded that the value of managing student learning activities is 86.11% with a very good category.

3. Reflection

The reflection stage in cycle II is reviewed after observation. The implementation of the learning community approach in cycle II is carried out better than cycle I. From the aspect of student achievement the average increase. This can be seen from the readiness of students from the beginning of the lesson to the end of the lesson. In the distribution of group tasks given by the teacher, it can be seen the involvement and activeness of students in their respective groups and the enthusiasm of students in learning activities so as to enable the implementation of a learning community.

Based on the results of the pre-test test, cycle I test and cycle II test showed an increase in learning outcomes, this increase can be seen in the data below: The pre-test score obtained ranged from (10-50) with a grade average of 23.28. While in cycle I the value obtained was (25-95) with an average of 62.34. At the second cycle meeting when the test was held there was an increase in student achievement, the score obtained was between (60-100) with an average of 87.66. This increase is due to improvements in the delivery of the material taught, especially in materials that have not been mastered by students. In connection with this, there was an increase in the completeness of learning from cycle I to cycle II from 50% to 93.75%, which was 43.75%.

The success indicator in this study is if all learning activities classically the level of mastery of the material 85% of students have reached the KKM score of 75. In connection with this, there was an increase in the completeness of learning from cycle I to cycle II from 50% to 93.75%, which was 43.75%. Thus, 85% material mastery has been achieved, which is 93.75% with a KKM value of 75. Even so, it still seems that there are two students who have not reached the KKM score of 75. However, students who have not completed will be given remedial material that has not been mastered and with easier questions.

CONCLUSION

Student achievement with the subject matter The demand for grade VIIB students of SMP Negeri 27 Banjarmasin while using the learning community approach can increase. Because in this study there was an increase in student achievement, the researcher concluded that the learning community learning model is very suitable for use in social studies learning.

Teachers should always look for and adapt learning models to the material presented, teachers can understand the characteristics and abilities of students, because each student basically has different characters and abilities.

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